

2024 Cyber Charter School Application

August 2024



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

607 South Drive
Harrisburg, PA 17120
www.education.pa.gov



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Cyber Charter School Requirements and Application

Introduction

This application format serves as the framework for the official application submitted by a cyber charter school applicant to the Pennsylvania Department of Education (PDE). The framework reflects research-based components that are essential in planning for the creation of a cyber charter school. The five essential components are School Design, Needs Assessment, Governance, Finance/Facility; and Administration. In addition to the requirements that follow, when completing the application, the applicant should review and refer to the two Basic Education Circulars on charter and cyber charter schools, [Charter School Basic Education Circular](#) and Cyber Charter School Basic Education Circular.

The deadline for submitting the 2024 Cyber Charter School Application is 5:00 PM Eastern Standard Time and must be postmarked on or before October 1, 2024. The Division has changed the submission process for new applications. The new applications will be accepted electronically via SharePoint. If you are submitting or ready to apply, please contact the Division of Charter Schools for access to SharePoint. Any questions should be directed to: Charter Schools Office, (717) 787-9744, [Ra-charterschools@pa.gov](mailto:Rachael.Charterschools@pa.gov)

PDE will not accept any documents submitted to PDE after the application deadline as part of the application or as part of the record before PDE. Any communications outside of the public hearing with PDE and/or with other Commonwealth agencies regarding the application that occur before or after the application deadline will neither become part of the application nor be part of the record before PDE. Only the written application submitted to PDE by the application deadline, testimony provided at the public hearing, and written comments timely submitted by persons or entities other than the applicant will constitute the record before PDE on which PDE will base its decision to grant or deny the application.

Through submission of this application, the applicant expressly acknowledges and agrees with this policy.

Application Requirements

In the development of your application, you are required to expand upon each of the five essential components as outlined on pages 8 through 18. Successful applicants will be knowledgeable in the implementation of all federal and state requirements that are applicable to cyber charter schools.

For PDE to effectively assess the adequacy and appropriateness of the proposed cyber charter school, the application must be completed in its entirety and all application requirements must be addressed in detail.

At a minimum, an applicant must provide the information required in this application and in sections 1719-A and 1747-A of the Charter School Law (CSL), and describe how the school will meet the requirements of sections 1743-A(c) and (d) (regarding the dissemination of information to parents and school district) and section 1748-A (requiring the notification of enrollment and withdrawal from a cyber charter school).

Requirements of Section 1719-A

1. The identification of the cyber charter applicant.
2. The name of the proposed cyber charter school.
3. The grade or age levels served by the cyber charter school.
4. The proposed governance structure of the cyber charter school, including a description and method for the appointment or election of the board of trustees.
5. The mission and (measurable) education goals of the cyber charter school, along with the curriculum to be offered and the methods of assessing whether students are meeting educational goals. (Cyber charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students.)
6. The admission policy and criteria for evaluating student admission which shall comply with the requirements of section 1723-A (24 P.S. § 17-1723-A).
7. Procedures which will be used regarding the suspension or expulsion of pupils.
8. Information on the way community groups will be involved in the cyber charter school planning process.
9. The financial plan for the cyber charter school and the provisions which will be made for auditing the school under section 437 of the Public School Code (School Code) (24 P.S. § 4-437).
10. Procedures which shall be established to review complaints of parents regarding the operation of the cyber charter school.
11. A description of and address of the physical facility in which the cyber charter school will be located and the ownership thereof and any lease arrangements.
12. Information on the proposed school calendar for the cyber charter school, including the length of the school day and school year consistent with the provisions of section 1502 of the School Code (24 P.S. § 15-1502).
13. The proposed faculty and a professional development plan for the faculty of a cyber charter school.
14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the cyber charter school students in extracurricular activities within the school district. Notwithstanding any provision to the contrary, no school district of residence shall prohibit a student of a cyber charter school from participating in any extracurricular activity of that school district of residence,

- provided that the student is able to fulfill all of the requirements of participation in such activity and the cyber charter school does not provide the same extracurricular activity.
15. A report of criminal history record, pursuant to section 111 of the School Code (24 P.S. § 1-111) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.
 16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Ch. 63 Subch. 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.
 17. How the cyber charter school will provide adequate liability and other appropriate insurances for the cyber charter school, its employees, and its board of trustees.

Requirements of Section 1747-A

1. The curriculum to be offered and how it meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.
2. The number of courses required for elementary and secondary students.
3. An explanation of the amount of online time required for elementary and secondary students.
4. The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.
5. A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips or study sessions.
6. The technology, including types of hardware and software, equipment and other materials which will be provided by the cyber charter school to the student.
7. A description of how the cyber charter school will define and monitor a student's school day, including the delineation of on-line and off-line time.
8. A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and Pennsylvania Alternate System of Assessment (PASA), including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.
9. The technical support that will be available to students and parents or guardians.
10. The privacy and security measures to ensure the confidentiality of data gathered online.
11. The level of anticipated enrollment during each school year of the proposed cyber charter school including expected increases due to the addition of grade levels.
12. The methods to be used to insure the authenticity of student work and adequate proctoring of examinations.
13. The provision of education and related services to students with disabilities, including evaluation and the development and revision of individualized education programs.
14. Policies regarding truancy, absences and withdrawal of students, including the manner in which the cyber charter school will monitor attendance consistent with the provisions of section 1715-A(9) (24 P.S. § 17-1715-A(9)).

15. The types and frequency of communication between the cyber charter school and the students and the manner in which the cyber charter school will communicate with parents and guardians.
16. The addresses of all facilities and offices of the cyber charter school, the ownership thereof and any lease arrangements. If the cyber charter school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h) (24 P.S. § 17-1748-A(h)).

Requirements of Section 1743-A(c) and (d)

1. Describe how your cyber charter school will make available upon request, either in writing or electronically, the following information to each student's school district of residence:
 - a. A copy of the charter;
 - b. A copy of the cyber charter school application;
 - c. A copy of all annual reports prepared by the cyber charter school; and
 - d. A list of all students from that school district enrolled in the cyber charter school.
2. Describe how the cyber charter school upon request and prior to the student's first day in the cyber charter school will provide, either in writing or electronically, the following information to the parent or guardian of a student:
 - a. A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.
 - b. A description of the lessons and activities to be offered online and offline.
 - c. The manner in which attendance will be reported and work will be authenticated.
 - d. A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.
 - e. The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.
 - f. The address of the cyber charter school and the name, telephone number and email address of the school administrator and other school personnel.
 - g. A list of any extracurricular activities provided by the cyber charter school.
 - h. The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent of guardian.
 - i. A list of all services that will be provided to the student by the cyber charter school.
 - j. Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students.
 - k. Information on:
 - i. The cyber charter school's professional staff, including the number of staff personnel, their education level, and experience; and

- ii. The cyber charter school's performance on the PSSA, Keystone Exams, and other standardized tests.
- I. Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the cyber charter school. A parent or guardian shall acknowledge either in writing or electronically, the receipt of this information.
- m. A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holiday, and term breaks.

Requirements of Section 1748-A

1. Within 15 days of the enrollment of a student to a cyber charter school, the parent or guardian and the cyber charter school shall notify the student's school district of residence of the enrollment by the notification form developed by PDE.
2. The cyber charter school and the parent or guardian shall provide written notification to the school district of residence within 15 days following the withdrawal of a student from the cyber charter school.

Cyber Charter School Application Fact Sheet

This application fact sheet is intended to be a “finger-tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Charter School Name (Must Include “Charter School” in the Title):

Unbound Academic Institute (PA) Charter School, Inc.

Proposed Charter School Location

Address: 146 East King St. Unit #1210

City/Town: Lancaster Zip Code: 17602

County: Lancaster County

Intermediate Unit: Lancaster-Lebanon Intermediate Unit 13

Proposed Start Date: Fall 2025

Federal Employer Identification Number: 99-5133157

Contact Person:

First: Timothy Middle: _____ Last: Eyerman

Organization: Unbound Academic Institute (PA) Charter School, Inc.

City: Lancaster State: PA Zip Code: 17602

Telephone: 717-394-8842 Fax Number: N/A

E-mail: teyerman@unbound.school

Indicate Number of Representatives per Group

Founding Coalition

Group	Number of Representatives
Parents	-
Teachers	4
Business Partners	2
Community Based Organizations	1
Museums	-
Higher Education	1
Other Group - Identify:	-

Grade and Age Ranges

Group	Grade/Age Range
Elementary	4-5
Secondary	6-8
Age of Kindergarten	0
Age of Beginners	0
Grades Educated	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Kindergarten	<input type="radio"/> Full Day <input type="radio"/> Half Day

Projected Student Enrollment Years 1-5

Year	Enrollment
1 st Year	500
2 nd Year	1000
3 rd Year	1500
4 th Year	2000
5 th Year	2500
Total Number of Teachers	76

Does the cyber charter applicant have an existing retirement system?

- Yes No

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

- Yes No

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: Unbound Academy is built on the belief that every child deserves access to a personalized and engaging education. We harness the power of technology and innovative teaching methods to create an environment where students thrive. Our unique approach allows students to master academic concepts at an accelerated pace, freeing up time to explore their passions and develop crucial life skills, all within a supportive online community.

Inefficiencies, a lack of personalization, and a decline in student engagement have long plagued the traditional education system – unchanged since the Industrial Revolution. Our philosophy, which we will call the 2hr Learning model, is currently in use at Alpha, an affiliated group of private schools in Texas, and is a transformative solution to these pervasive issues. By leveraging AI technology and personalized learning, 2hr Learning enables students to master core academic subjects in two hours daily, allocating the remainder of the school day for life skills development and pursuing personal interests. These life skill workshops mimic the collaborative, creative, interdisciplinary tasks that will be required of them later in life. The model

aims to foster a love for learning, improve academic outcomes, and prepare students for success in the rapidly changing modern world. Unbound Academy is proud to partner with 2hr Learning, Inc. to bring these capabilities, previously only available at high price point private schools, to the public charter student in Pennsylvania.

I. SCHOOL DESIGN

1. Mission Statement

A. Describe the core philosophy or underlying purpose of the proposed school.

Mission: Unbound Academy is built on the belief that every child deserves access to a personalized and engaging education. We harness the power of technology and innovative teaching methods to create an environment where students thrive. Our unique approach allows students to master academic concepts at an accelerated pace, freeing up time to explore their passions and develop crucial life skills, all within a supportive online community.

B. Describe your overarching vision of the school.

Inefficiencies, a lack of personalization, and a decline in student engagement have long plagued the traditional education system – unchanged since the Industrial Revolution. Our philosophy, which we will call the 2hr Learning model, is currently in use at Alpha, an affiliated group of private schools in Texas, and is a transformative solution to these pervasive issues. By leveraging AI technology and personalized learning, 2hr Learning enables students to master core academic subjects in two hours daily, allocating the remainder of the school day for life skills development and pursuing personal interests. These life skill workshops mimic the collaborative, creative, interdisciplinary tasks that will be required of them later in life. The model aims to foster a love for learning, improve academic outcomes, and prepare students for success in the rapidly changing modern world. Unbound Academy is proud to partner with 2hr Learning, Inc. to bring these capabilities, previously only available at high price point private schools, to the public charter student in Pennsylvania.

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance. Consistency between the mission and the educational programs should be articulated to achieve improved performance.

2. Measurable Goals and Objectives

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

Academic Goals:

Year 1: 80% of students achieve 1+ year of academic growth in reading and math.

Year 2: 85% of students achieve 1+ year of growth in all subjects. School ranks in top half of PA schools.

Year 3: 90% achieve 1+ year growth in all subjects. School ranks in top quartile of PA schools.

Years 4-5: Sustain 90%+ achieving 1+ year growth in all subjects. School ranks in top decile of PA schools.

Academic progress will be analyzed quarterly by school leadership and

reported to the board. Annual academic results will be communicated to families and stakeholders.

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

Operational Goals:

Year 1: Enroll 500 students in grades 4-8. Achieve 90%+ student retention.

Year 2: Expand to 1000 students in grades 4-8. Maintain 90%+ retention.

Year 3: Grow to 1500 students in grades 4-8. Sustain 90%+ retention rate.

Years 4-5: Maintain full 4-8 enrollment with 90%+ retention

The Head of School will report enrollment numbers and retention rates to the board quarterly. Key metrics will be shared with stakeholders annually.

Financial Goals:

Years 1-5: Operate with a balanced budget and build a reserve fund equal to no less than 15% of annual expenditures. We will have clean annual audits with no significant deficiencies each year.

Monthly financial reports will be reviewed by the board treasurer and quarterly financial statements presented at board meetings. Annual budgets and audit results will be shared with stakeholders.

Governance Goals:

Years 1-5: Maintain full board with diverse expertise. 90%+ board member attendance at meetings. 100% compliance with Open Meeting Law and all bylaws/policies.

The board will self-evaluate its performance annually. Board meeting minutes and attendance will be posted publicly per Open Meeting Law.

*Explanation: Develop clear, **measurable** goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.*

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 This description should include an explanation as to how the curriculum complies with the requirements of 22 Pa. Code [Chapter 4](#), as well as the number of courses and the amount of online time required for elementary and secondary students.**

Addressing Universal Educational Challenges

Educational systems grapple with challenges arising from structural constraints that inhibit student success, educator potential, and optimal performance. These challenges, widely documented in educational research, reflect systemic inefficiencies rather than failures of individual institutions:

Inefficient Resource Utilization: Research indicates that traditional classroom settings often fail to optimize learning time effectively (Gettinger et al., 2012). Significant portions of classroom time are consumed by non-instructional activities, limiting the opportunity for active learning (Saleem et al., 2020). This inefficiency is exacerbated by large class sizes and excessive administrative burdens that prevent teachers from focusing on tailored, impactful teaching.

Need for Personalization: The long-standing one-size-fits-all approach does not accommodate the diverse needs, abilities, and learning styles of every student because, operationally, it just cannot. This is corroborated by educational scholars like John Hattie and Robert Marzano. Hattie's meta-analysis, as documented in his book *Visible Learning* (2008), quantifies the impact of differentiated teaching, showing significant benefits in student achievement. Similarly, Marzano's research, detailed in *The Art and Science of Teaching* (2007), advocates for adaptive instruction that tailors strategies to student needs and not the other way around, enhancing both engagement and educational outcomes. The 2hr Learning model integrates these principles by employing AI-driven personalization to adapt progression and curriculum content per lesson to each student's learning profile, mirroring the strategies endorsed by Hattie and Marzano.

Focus on Rote Learning Over Critical Thinking: The prevalent emphasis on memorization and standardized testing in traditional settings needs to be questioned (Schadt, 2021). The former is increasingly seen as inadequate for developing the critical thinking, problem-solving, and creative skills necessary in today's complex world (Rea et al., 2022). Pure memorization may have been a need of the past, but the present landscape requires finding and applying information adeptly rather than merely remembering it. Moreover, with a mastery-oriented approach – where students have to show a complete understanding of a concept by repeated in-app testing without any mistakes before progressing to the next lesson – students understand the concepts thoroughly, thereby retaining them any which way in the long run.

Declining Engagement and Motivation: Longitudinal research consistently shows a decline in student motivation and engagement with age, particularly as students move through traditional educational systems (Jenkins, 2012). This decline is often linked to outdated teaching methods and curricula that do not reflect students' interests or the skills needed in the 21st century. Furthermore, school is seen as something kids 'have' to do as a mandate, because a 'want' cannot be cultivated and nurtured in the existing systems due to the aforementioned points.(Linnebrick-Garcia et al., 2023).

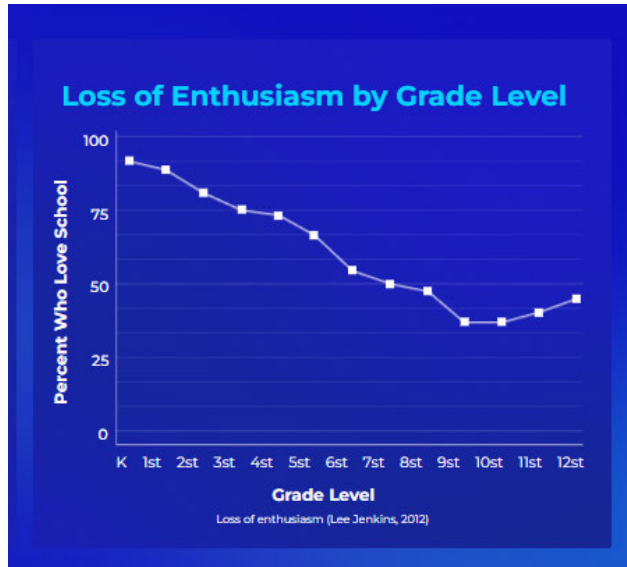


Fig. 1: The loss of enthusiasm for school in students by grade level

Spring Mathematics Student Achievement Percentiles, *continued*

Per	K	1	2	3	4	5	6	7	8	9	10	11	12
50	157	176	189	201	211	219	223	227	230	230	232		234
51	157	177	190	201	211	219	223	227	231	231	233		234
52	158	177	190	202	211	220	224	228	231	231	233		234
53	158	177	190	202	212	220	224	228	232	232	234		236
54	158	178	191	202	212	220	225	229	232	232	235		237
55	159	178	191	203	212	221	225	229	233	233	235		237
56	159	178	191	203	213	221	226	230	233	233	236		238
57	159	179	192	204	213	222	226	230	234	234	236		238
58	160	179	192	204	214	222	226	230	234	234	237		239
59	160	179	192	204	214	223	227	231	235	235	237		240
60	160	180	193	205	214	223	227	231	235	235	238		240
61	160	180	193	205	215	223	228	232	236	236	238		241
62	161	180	194	205	215	224	228	232	236	236	239		242
63	161	181	194	206	216	224	229	233	237	237	239		242
64	161	181	194	206	216	225	229	233	237	237	240		243
65	162	181	195	207	217	225	230	234	238	238	241		243
66	162	182	195	207	217	226	230	234	238	239	241		243
67	162	182	195	207	217	226	231	235	239	239	242		244
68	163	183	196	208	218	227	231	235	240	240	242		244
69	163	183	196	208	218	227	232	236	240	240	243		245
70	163	183	196	208	219	228	232	236	241	241	244		246
71	164	184	197	209	219	228	233	237	241	241	244		246
72	164	184	197	209	220	228	233	238	242	242	245		247
73	164	184	198	210	220	229	234	238	243	243	245		248
74	165	185	198	210	221	229	234	239	243	243	246		248
75	165	185	198	211	221	230	235	239	244	244	247		249
76	166	186	199	211	222	231	236	240	244	244	247		250
77	166	186	199	211	222	231	236	240	245	245	248		250
78	166	187	200	212	223	232	236	241	246	246	249		251
79	167	187	200	212	223	232	237	242	246	246	249		252
80	167	187	201	213	224	233	238	242	247	247	250		252
81	168	188	201	213	224	233	238	243	248	248	251		253
82	168	188	202	214	225	234	239	244	249	249	252		254
83	169	189	202	215	225	235	240	245	250	250	253		255
84	169	190	203	215	226	235	240	245	250	251	254		256
85	170	190	203	216	227	236	241	246	251	251	254		257
86	170	191	204	216	227	237	242	247	252	252	255		258
87	171	191	205	217	228	238	243	248	253	253	256		259
88	171	192	205	218	229	239	244	249	254	254	257		260
89	173	193	206	219	230	240	245	250	255	255	258		261
90	173	193	207	219	230	240	245	250	255	255	258		262
91	173	194	207	220	231	241	246	251	256	256	259		263
92	174	195	208	221	232	242	247	252	257	257	260		263
93	175	196	209	222	233	243	248	253	258	258	261		264
94	176	197	210	223	234	244	249	254	259	259	262		265
95	177	198	211	224	235	245	250	255	260	260	263		266
96	178	199	212	225	236	246	251	256	261	261	264		267
97	180	201	213	226	237	247	252	257	262	262	265		268
98	182	203	215	228	239	249	254	259	264	264	267		269
99	185	207	219	232	243	253	258	263	268	268	271		270

50% of our graduating seniors know as much math as the best 3rd grader

Fig. 2: Graph showcasing that an average high school senior scores the same on a nationwide standardized test as the best 3rd grader

The graph above demonstrates the consequence of the system. Notably, the best third-graders score as highly as the average high school seniors, but the implications run deeper, highlighting two critical lacunae in the current educational system. First, there is no assurance that the seniors' comprehension deficiencies have been effectively addressed or corrected. Second, it's uncertain whether the third-grader's evident prowess has been consistently nurtured. This underscores

the urgent need for educational systems that fully recognize, cultivate, and maximize all types of potential.

The challenges result in suboptimal academic outcomes, inadequate preparation for life beyond school, and a diminished love for learning. They highlight a collective need for a transformative educational model that enhances efficiency, personalization, and engagement. The 2hr Learning model proposes a solution by integrating proven educational principles with modern technology to effectively use educational time, tailor learning experiences to individual needs, and prepare students for a rapidly evolving world.

Unbound Academy Course Description

Please see Appendix [A] for a comprehensive course description and details on content in all subject areas.

- B. Describe how your school will meet the educational needs of students with disabilities in accordance with 22 Pa. Code 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.**

Unbound Academy is committed to meeting the educational needs of students with disabilities in full compliance with 22 Pa. Code Chapter 711. Our approach begins with early identification of students who may qualify under the Individuals with Disabilities Education Act (IDEA). Within the first 45 days of enrollment, we conduct comprehensive screenings and initial evaluations through record reviews, classroom observations, teacher feedback, and parent insights. This diligent process ensures timely detection of learning disabilities and prompt interventions.

Upon identifying a student's need for special education services, we develop an Individualized Education Program (IEP) tailored to their unique requirements. The IEP is crafted collaboratively with educators, special education professionals, parents, and when appropriate, the students themselves. These plans include measurable goals, specific educational accommodations, and necessary support services, which are reviewed and updated regularly to reflect the student's progress and evolving needs.

Unbound Academy will offer a variety of special education programs and related services, delivered both directly by specialized staff and through contracts with external providers. Our programs will cater to a range of disabilities, including learning disabilities, emotional disturbances, and autism spectrum disorders. Instructional approaches will integrate both synchronous and asynchronous learning models, providing a dynamic and supportive educational experience.

The projected special education services include specialized instruction, speech therapy, occupational therapy, and physical therapy. These related services are crucial in supporting educational outcomes and will be provided by licensed professionals either through in-person visits or online sessions, depending on each student's requirements. For instance, speech therapy and occupational therapy can be delivered effectively through teletherapy platforms, ensuring accessibility and consistency of service.

Our educational methods and curriculum align closely with our mission of fostering a love for learning, accelerating academic progress, and nurturing essential life skills. The innovative 2hr Learning model condenses high-quality education into a focused two-hour session, freeing up time for students to engage in additional activities that build life skills such as self-management, social interaction, and problem-solving.

To maintain the highest quality of service, our educators and support staff will receive ongoing professional development and training in inclusive education practices. This training will encompass the latest strategies in special education, the use of assistive technologies, and ways to foster an inclusive online learning environment. Parental involvement will be encouraged and facilitated through regular communication, updates, and training sessions to ensure they are active participants in their children's educational journey.

Unbound Academy's educational content will be flexible and comply with Web Content Accessibility Guidelines (WCAG), including multiple formats to cater to diverse needs. We will make full use of adaptive technology to create personalized learning paths for each student. Our approach will combine mastery-based progression with flexibility, allowing students to learn at their own pace while mastering each concept before moving on to the next.

As we project an initial enrollment of 500 students, scaling up to 2500 by the fifth year, we will employ specialized staff accordingly. We will continuously monitor and collaborate with the Pennsylvania Department of Education to ensure compliance and improvement in our special education services.

By leveraging technology and innovative teaching practices, we will ensure that every student, regardless of ability, can achieve their full potential. Through continuous compliance with 22 Pa. Code Chapter 711, our commitment to accessibility, and a dedicated focus on individualized instruction, Unbound Academy is poised to deliver an exceptional educational experience to students with disabilities.

- C. Describe how your school will meet the needs of English Learners in accordance with [22 Pa. Code § 4.26](#). Provide a description of the program design, how the school will comply with all state regulations and procedures related to the education of English Learners, and the curricular materials and other resources that will be used to implement the program.**

Unbound Academy's program for English Learners (ELs) is designed to meet all state requirements under 22 Pa. Code § 4.26 while supporting the diverse needs of students through a personalized, efficient, and effective approach. Our EL program integrates seamlessly with the 2hr Learning model, which maximizes student learning within a two-hour daily session, ensuring students receive targeted, high-quality instruction without feeling overwhelmed. This structure is particularly supportive for ELs, providing sufficient focus on language skills without detracting from other academic areas or personal interests.

To ensure compliance with 22 Pa. Code § 4.26, Unbound Academy will provide personalized instruction tailored to each EL's proficiency level and academic needs. Three months before the school opens, the Lead Guides and 2hr Learning Academic Team will complete a thorough curriculum alignment with state standards, verified through comprehensive mapping and crosswalk analyses. This ensures that all teaching materials and methods are appropriate and effective for our EL students.

The instructional strategies at Unbound Academy leverage the principles of one-on-one tutoring, mastery-based progression, and AI-driven technologies. One-on-one tutoring allows ELs to receive individual attention, addressing specific challenges they might face in language acquisition. Mastery-based progression ensures that students only move forward once they have a firm grasp of the material, with in-app testing requiring 90%+ accuracy before progressing to new concepts. Our AI-based technologies will be utilized to develop personalized learning plans, track progress in real time, and adapt lessons to meet the changing needs of each student.

Unbound Academy will use a variety of digital resources to support our ELs, ensuring they align with the overall academic standards and goals of the school. Platforms such as IXL, Khan Academy, and Duolingo will be integral to our curriculum, providing adaptive and interactive content that is particularly effective for language learners. These platforms offer structured practice and reinforcement of literacy skills, ensuring that students can progress at their own pace while receiving the tailored support they need. Additional materials, such as bilingual dictionaries, multimedia resources, and culturally relevant texts, will further enrich the learning experience and help bridge understanding.

Our EL program will incorporate a Multi-Tiered System of Support (MTSS) model, integrating real-time data, evidence-based practices, and adaptive learning technology tailored to individual needs. This approach allows us to provide targeted small group interventions when necessary, in addition to our one-on-one tutoring sessions. The curriculum will emphasize reading, writing, speaking, listening, and language skills across multiple subjects, with tailored strategies to close learning gaps and prepare students for academic success.

Continuous assessment is a cornerstone of Unbound Academy's approach to

supporting ELs. We will implement a robust system of ongoing assessments, including monthly progress checks and bi-annual comprehensive evaluations. These assessments will be facilitated through our AI-based learning platform, which offers detailed insights into student performance and proficiency levels. Feedback from these assessments will be used to adjust individual learning plans and ensure that each EL is on track to meet their academic goals and develop the necessary life skills.

Professional development for our educators is another critical element of our program. Prior to the school's opening, educators will undergo specialized training in EL instruction, focusing on the effective use of AI tools, culturally responsive teaching practices, and strategies for engaging EL families. This ongoing professional development ensures that our staff is well-equipped to support the unique needs of ELs and maintain high standards of instructional quality.

Unbound Academy is committed to fostering a supportive and inclusive learning environment for all students. We will actively involve parents and guardians through regular communication, workshops, and engagement initiatives to create a comprehensive support system for our EL students. This includes providing resources and guidance for supporting literacy development at home, as well as involving families in their children's educational plans.

By implementing these tailored instructional strategies, leveraging advanced technologies, and maintaining rigorous compliance with state regulations, we will ensure that English Learners at Unbound Academy receive the high-quality education they deserve. Through our carefully designed program, EL students will not only achieve academic success but also develop the comprehensive language and life skills necessary for their future endeavors.

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

The 2hr Learning Model

2hr Learning is an innovative educational approach that combines AI technology, personalized learning paths, and a focus on life skills development to revolutionize the learning experience. This model is effective for students across the board: It proves beneficial for those who may be academically behind to improve their outcomes, while accelerating learning for gifted students, allowing them to advance without being held back by conventional grade levels. Each child moves forward at an optimal pace tailored to their individual needs and abilities. At Alpha, an affiliated private school, low SES students in Brownsville (BTX) scoring in the 31st percentile in both Math and Reading jumped to the 84th and 71st percentiles, respectively (NWEA Map Testing Results). At another location in Austin, the top performers learned 6.5x faster. Here is how 2hr

Learning achieves incredible progress for every student:

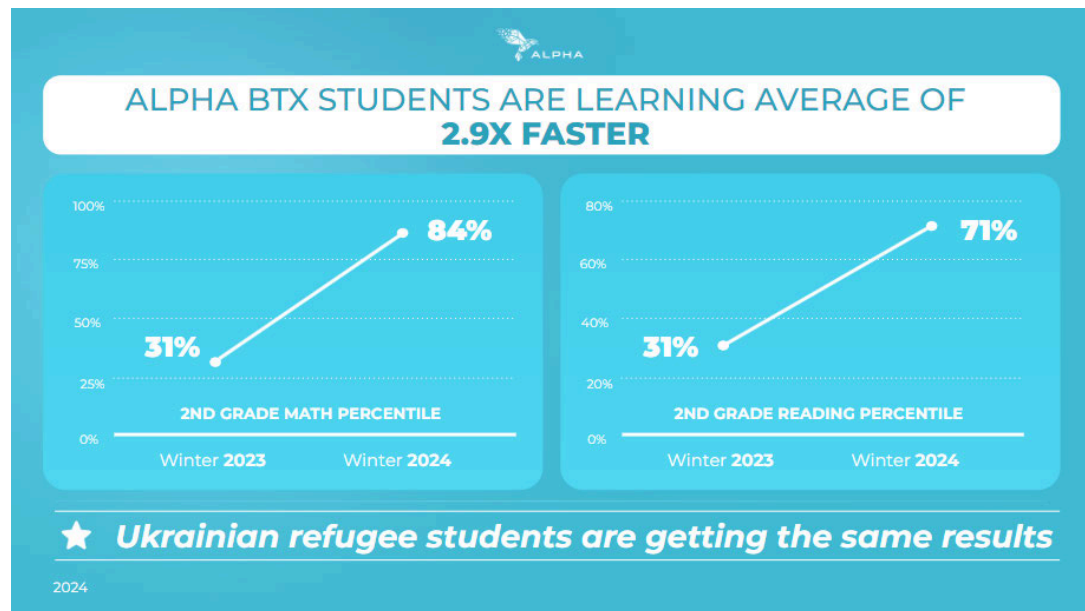


Fig. 3: Alpha BTX percentile-based changes with 2hr Learning

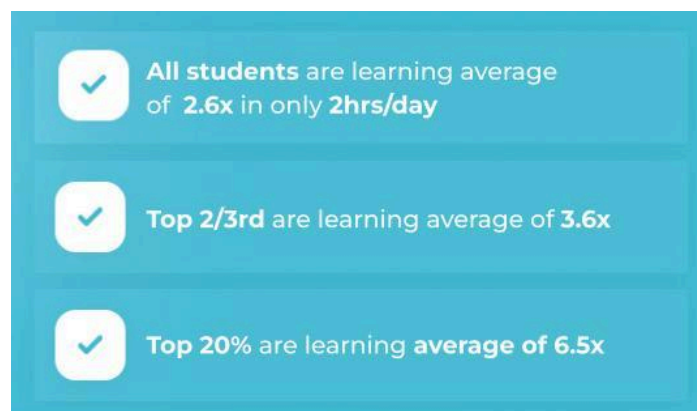


Fig. 4: Alpha Austin results with 2hr Learning

The 2hr Learning model represents a paradigm shift in education, offering a transformative solution to the long-standing challenges of the traditional system. By prioritizing personalized learning, life skills development, and student well-being, the model unlocks the full potential of every learner, preparing them for success in the dynamic and complex world of the 21st century.

While the 2hr Learning model is not a panacea for all educational challenges, it represents a significant step forward in creating a more equitable, efficient, and student-centered educational landscape. By embracing innovation, adaptability, and a commitment to holistic development, the 2hr Learning model sets a new standard for teaching and learning in the modern era.

As educators, policymakers, and society as a whole, we have a responsibility to

continually seek out and implement evidence-based approaches that prioritize student success and well-being. The 2hr Learning model provides a compelling case for the transformative power of personalized, mastery-based learning and the importance of developing the whole child, setting them up for a successful future. By investing in this innovative approach, we can unlock the limitless potential of every student and create an environment where they thrive.

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Academic Results

The effectiveness of the 2hr Learning model is evidenced by the remarkable academic gains achieved by students. Data from the NWEA MAP, a nationally recognized standardized assessment, demonstrates the superior outcomes of 2hr Learning:

2.4x average growth across all student groups: On average, students in the 2hr Learning model experience 2.4 times the academic growth compared to their peers in traditional education settings, according to the national NWEA scores.

3.6x growth for the top two-thirds of students: The top two-thirds of students in the 2hr Learning model achieve an even more impressive 3.6 times the growth of their traditionally educated counterparts.

6.5x growth for the highest-performing 20% of students: The highest-performing 20% of students in the 2hr Learning model experience an astonishing 6.5 times the growth of their peers in traditional schools.

These academic results are further supported by student performance on the NWEA MAP assessments, where 2hr Learning students consistently outperform national averages, with many achieving scores in the 99th percentile.



Student Growth Summary Report

Aggregate by School

Term: Winter 2023-2024
District: Alpha

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2023 - Winter 2024
Weeks of Instruction: Start - 20 (Winter 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: Yes

NWEA's MAP Growth assessment, trusted for its innovation, analyzes test scores of 6.7 million students in 20,000 public schools, offering comprehensive K-12 measurement in math, reading, language usage, and science.

Alpha Austin
Science: Science K-12

We've highlighted two major sections: how much our Alpha students know (their Achievement Percentile) and how quickly they're learning compared to other students across the country (School Conditional Growth Percentile).

Grade (Winter 2024)	Comparison Periods		Growth	Growth Evaluated Against	
	Winter 2023	Winter 2024		Grade-Level Norms	Student Norms
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Alpha students are in the top 1% nationwide.

4 out of 8 grades are in the 99th percentile.

Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Fig. 5: Alpha Austin Science Results with 2hr Learning



Student Growth Summary Report

Aggregate by School

Term: Winter 2023-2024
District: Alpha

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2023 - Winter 2024
Weeks of Instruction: Start - 20 (Winter 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: Yes

NWEA's MAP Growth assessment, trusted for its innovation, analyzes test scores of 6.7 million students in 20,000 public schools, offering comprehensive K-12 measurement in math, reading, language usage, and science.

Alpha Austin
Language Arts: Language Usage

We've highlighted two major sections: how much our Alpha students know (their Achievement Percentile) and how quickly they're learning compared to other students across the country (School Conditional Growth Percentile).

Grade (Winter 2024)	Comparison Periods		Growth	Growth Evaluated Against	
	Winter 2023	Winter 2024		Grade-Level Norms	Student Norms
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Alpha students are in the top 1% nationwide.

6 out of 9 grades are in the 99th percentile.

Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Fig. 6: Alpha Austin Language Arts: Language Usage Results with 2hr Learning



Student Growth Summary Report

Aggregate by School

Term: Winter 2023-2024
District: Alpha

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2023 - Winter 2024
Weeks of Instruction: Start - 20 (Winter 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: Yes

Alpha Austin
Language Arts:
Reading

NWEA's MAP Growth assessment, trusted for its innovation, analyzes test scores of 6.7 million students in 20,000 public schools, offering comprehensive K-12 measurement in math, reading, language usage, and science.

We've highlighted two major sections: how much our Alpha students know (their Achievement Percentile) and how quickly they're learning compared to other students across the country (School Conditional Growth Percentile).

Grade (Winter 2024)	Comparison Periods				Growth	Growth Evaluated Against	
	Winter 2023	Winter 2024	Achievement Percentile	Grade-Level Norms		Student Norms	
K			99			76	
1			99			99	
2			99			99	
3			99			99	
4			99			99	
5			99			97	
6			99			99	
7			99			99	
8			99			99	
9			99			99	
10			99			99	
11			99			84	
12			99			24	

Alpha students are in the top 1% nationwide

8 out of 12 grades are in the 99th percentile.

Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Fig. 7: Alpha Austin Language Arts: Reading Results with 2hr Learning



Student Growth Summary Report

Aggregate by School

Term: Winter 2023-2024
District: Alpha

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2023 - Winter 2024
Weeks of Instruction: Start - 20 (Winter 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: Yes

Alpha Austin
Math: Math K-12

NWEA's MAP Growth assessment, trusted for its innovation, analyzes test scores of 6.7 million students in 20,000 public schools, offering comprehensive K-12 measurement in math, reading, language usage, and science.

We've highlighted "Achievement Percentile" or how much our Alpha students know about the subject.

Grade (Winter 2024)	Comparison Periods				Growth	Growth Evaluated Against	
	Winter 2023	Winter 2024	Achievement Percentile	Grade-Level Norms		Student Norms	
K			99			99	
1			99			2	
2			98			36	
3			99			94	
4			99			69	
5			99			99	
6			98			99	
7			97			87	
8			99			99	
9			99			99	
10			99			99	
11			99			99	
12			99			84	

Most Alpha students are in the top 2% for math knowledge.

7 out of 12 grades are in the 90th percentile.

Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Fig. 8: Alpha Austin Math Results with 2hr Learning

In addition to these quantitative measures, the success of the 2hr Learning model is evident in the qualitative experiences of students, Guides, and parents:

Students report increased engagement, motivation, and a genuine love for learning. At our affiliated private schools, which use the 2hr Learning model, students are asked every six weeks if they love school – 96% wholeheartedly do, with over 60% of those preferring school to vacation. They appreciate the personalized attention, the opportunity to explore their interests, and the sense of accomplishment that comes with mastering new skills.

Guides in the 2hr Learning model express a renewed sense of purpose and fulfillment in their work. They are able to build deeper, more meaningful relationships with their students and witness firsthand the transformative power of personalized learning.

Parents of 2hr Learning students consistently note the positive changes in their children's attitudes towards education, their increased confidence, and their excitement for learning. They appreciate the comprehensive approach that balances academic excellence with life skills development.

These academic results and testimonials provide compelling evidence for the effectiveness of the 2hr Learning model in fostering academic success, student well-being, and a lifelong love for learning.

Beyond Academics

While academic achievement is a crucial component of education, the 2hr Learning model recognizes the importance of developing well-rounded individuals equipped with the skills and mindsets necessary for success in life. Central to this mission is the afternoon workshop program, which focuses on cultivating essential life skills such as:

Public speaking: Through engaging, interactive exercises and real-world application scenarios, students develop the confidence and advanced communication skills necessary to effectively articulate their ideas and actively engage with diverse audiences.

Goal setting: Students are taught the art of setting specific, measurable, achievable, relevant, and time-bound (SMART) goals, alongside developing robust strategies for overcoming obstacles and maintaining motivation through various life challenges.

Grit and resilience: By tackling challenging projects and engaging in thoughtful reflection, students cultivate the perseverance and adaptability needed to thrive in the face of adversity and overcome setbacks, preparing them for real-world challenges.

Critical thinking: Students engage in problem-solving sessions and critical analysis exercises that enhance their ability to think independently, evaluate arguments, and navigate complex information, fostering a deeper understanding and innovative mindset.

Creative problem-solving: Across the board, students use their creativity and logical reasoning to devise and implement effective solutions to real-life problems, enhancing their ability to innovate and adapt in dynamic environments.

To ensure practical application of skills, the 2hr Learning model utilizes the "Test2Pass" system, where students must demonstrate mastery through specific tasks within workshops. For instance, in the "Financial Wizards" workshop, students learn budgeting and investing basics, with a Test2Pass requirement to successfully manage a simulated stock portfolio. Another example is the "Public Speaking Prodigies" workshop, where students enhance their oratory skills, with the Test2Pass criteria involving delivering a persuasive speech to an audience

Financial literacy: Students master the fundamentals of money management, budgeting, and investing, equipping them with the essential skills to make informed financial decisions and manage resources effectively throughout their lives.

By prioritizing the development of life skills alongside academic achievement, the 2hr Learning model equips students with the tools and mindsets necessary to navigate the complexities of the modern world and lead fulfilling, successful lives.

No Teachers, Just Guidance

The 2hr Learning model transforms teachers into "Guides," shifting from traditional lecture-based roles to personalized mentors and coaches. This change addresses the challenge of teaching students at varying academic levels (even if they are the same age) within the same classroom – often the reason why teachers need to focus on the 'class average'. Guides focus on providing tailored support, fostering deep connections, and encouraging holistic student development, ensuring each learner achieves mastery in core subjects efficiently and effectively.

In the 2hr Learning model, Guides:

Work parallelly with AI: Guides are trained to work closely with the AI system to support personalized learning. They use AI-generated data to monitor progress, identify areas of need, and provide targeted interventions. Guides engage in one-on-one interactions with students, offering guidance and feedback to help them navigate challenges. This human-in-the-loop approach, aligning with U.S. Department of Education best practices, ensures that AI enhances, rather than replaces, human judgment. By combining AI with human empathy, adaptability, creativity, and problem-solving that is uniquely suited to the learner, the 2hr Learning model creates a responsive educational environment that prioritizes student success.

Provide personalized support and guidance: By leveraging AI-driven adaptive learning technology, Guides are empowered to offer targeted interventions,

address individual learning needs, and celebrate student progress. Students thus become self-driven learners, empowered by the knowledge that they have a support system in place to help them overcome any obstacles they face.

Foster meaningful connections with students: With more time and resources, Guides in the 2hr Learning model develop profound, supportive relationships with students, enhancing the educational environment. This approach, grounded in Social and Emotional Learning (SEL), not only bolsters student confidence and academic achievement but also fosters a sense of community and belonging. By providing tailored emotional support and encouragement, Guides significantly impact student performance both academically and socially.

Support students' emotional and motivational needs: Guides in the 2hr Learning model are attuned to the emotional and motivational needs of their students, providing guidance and encouragement to help them navigate issues and further a growth mindset. By helping students address negative emotions towards learning at their core – rather than giving them the answer – Guides aid in developing sustainable resilience.

Offer regular feedback and coaching: Through ongoing dialogue and constructive feedback, students are able to reflect on their learning, set personalized SMART goals, and develop strategies for progress. Guides encourage continuous improvement and support students to achieve what they set their minds to.

This redefined role allows Guides to experience greater job satisfaction and impact as they witness firsthand the transformative power of personalized learning and mentorship. By focusing on student growth and well-being, the Guides in the 2hr Learning model play a crucial role in shaping the next generation of lifelong learners and engaged citizens.

Addressing Common Concerns

As with any educational reform, the 2hr Learning model may raise certain concerns among educators, parents, and policymakers. This section addresses some of the most common concerns and how the model effectively mitigates them:

Social Skills Development: Some may worry that a more personalized, technology-driven approach to education could hinder the development of social skills. The 2hr Learning model enriches them through structured workshops and community-building activities, which are integral to the curriculum. The four hours in the latter part of the academic schedule explicitly teach and reinforce social and emotional skills, which are often undervalued in traditional settings. This significantly enhances students' metacognitive abilities, leading to more efficient and motivated learning. Research supports that strong social abilities are integral to academic success, as they improve engagement and cognitive functions necessary for deeper content understanding.

Fewer Hours for Academics: 2hr Learning optimizes the educational schedule while maximizing the value derived from every hour using AI, enabling students to

learn more in a lesser amount of time. This model focuses on intensive, quality-driven learning sessions that shorten required classroom time while enhancing understanding and retention. Studies from the American Psychological Association suggest that focused educational bursts can improve cognitive absorption and retention, validating 2hr Learning's approach to compact and effective academic engagement.

Well-Rounded Education: Critics may question whether the condensed academic schedule allows for a well-rounded education. The 2hr Learning model ensures a comprehensive educational experience by dedicating the afternoons to a diverse range of subjects and skills, including arts, music, languages, and physical education. This approach allows students to explore their interests and develop a broad knowledge base.

Screen Time and Technology: The reliance on AI and adaptive learning technologies in the 2hr Learning model may raise concerns about excessive screen time. However, the model is designed to use technology purposefully, focusing on active learning rather than passive consumption. Studies have demonstrated that AI-driven personalized learning platforms can significantly enhance student engagement and outcomes by adapting content to individual learning styles and pacing — this positions technology as a tool that children use to grow and not just as a “forbidden fruit.” Moreover, the afternoon workshops and extracurricular activities provide ample opportunities for offline, hands-on learning experiences.

Preparation for Standardized Tests and College Admissions: Parents and students may worry about how the 2hr Learning model prepares students for the rigors of standardized testing and college admissions. The model's emphasis on mastery learning and developing critical thinking skills ensures that students deeply understand core academic subjects. Additionally, regular practice tests and targeted preparation help students feel confident and equipped to tackle standardized assessments and the college admissions process.

By proactively addressing these concerns, the 2hr Learning model demonstrates its commitment to providing a holistic, well-rounded, and socially engaging educational experience that prepares students for success in all aspects of life.

Implementation and Expansion

Bringing the 2hr Learning model to new schools and communities involves a comprehensive implementation process designed to ensure a smooth transition and long-term success. The key steps in this process include:

Consultation and needs assessment: The 2hr Learning team works closely with school leadership to understand the unique needs, goals, and resources of each educational setting. This initial consultation informs the development of a customized implementation plan.

Customized implementation plan: Based on the needs assessment, the 2hr Learning team creates a detailed plan that outlines the necessary steps for successful implementation, including technology integration, curriculum development, teacher training, and ongoing support.

Teacher training and support: Recognizing the critical role of teachers in the success of the model, the 2hr Learning team provides comprehensive training and ongoing professional development to help educators effectively transition to their new roles as Guides and facilitators.

Parent and community engagement: Effective communication and engagement with parents and the broader community are essential for building support and understanding of the 2hr Learning model. The implementation process includes regular information sessions, workshops, and opportunities for feedback to ensure that all stakeholders are informed and invested in the success of the program.

To ensure accessibility and scalability, the 2hr Learning model has been designed to be cost-effective and adaptable to a wide range of educational settings. By leveraging AI technology and efficient resource use, the model can be implemented in both public and private schools, including those with limited budgets.

As the 2hr Learning model expands to new schools and communities, the team remains committed to continuous improvement and innovation. Ongoing data collection, analysis, and stakeholder feedback inform iterative refinements to the model, ensuring that it remains responsive to the evolving needs of students, teachers, and society as a whole.

E. Describe the two-year teacher induction program, providing a description of goals, objectives, competencies, alignment to state requirements, mentor selection, and induction activities to include the state-mandated trainings required by [22 Pa. Code § 49.16](#)). How does the program align to inductees' needs? How will mentors be chosen during the first year of operation? Please include a copy of the induction program calendar?

Unbound Academy's two-year teacher induction program is meticulously designed to cultivate educators who can effectively implement our innovative 2hr Learning model and personalized, mastery-based instruction methods. Our program's primary goals align seamlessly with our core commitments: ensuring students love school, learn twice as fast, and develop essential life skills. We aim to foster student engagement, drive academic success, and develop deep, meaningful relationships between our Guides (teachers) and students.

The program's objectives focus on equipping our Guides with the skills necessary to excel in our unique online charter school environment. We will ensure that our educators can effectively support online instruction and

facilitate individual student development while adhering to Pennsylvania's educational standards. Our Guides will acquire key competencies crucial for delivering personalized education in a virtual setting, including mastery of adaptive learning techniques, implementation of project-based instruction, fostering student autonomy, and facilitating mastery-based progression.

Our induction program is carefully designed to align with Pennsylvania state requirements, particularly those mandated under 22 Pa. Code § 49.16. We will incorporate all state-mandated trainings, including sessions on current educational best practices, student safety, equity training, and the integration of AI-based technologies to enhance instructional quality. This ensures that our Guides are not only prepared for our unique educational model but also fully compliant with state regulations.

During our first year of operation, mentors will be chosen based on their extensive experience and proven effectiveness in supporting new Guides within an online learning environment. We will conduct a rigorous review of potential mentors, evaluating their background in online education, their ability to foster a positive and engaging virtual classroom, and their commitment to our school's core principles. This careful selection process ensures that our new Guides receive guidance from experienced educators who understand the nuances of online instruction and can effectively support the implementation of our 2hr Learning model.

Our induction program will offer a variety of engaging activities designed to support and enrich our Guides. Key components include onboarding boot camps, which will provide intensive training on our educational model and technology platforms. We will also conduct weekly professional learning communities where Guides can share insights, collaborate on best practices, and address challenges specific to online instruction. Quarterly workshops will focus on deepening Guides' understanding of our curriculum and teaching methods, with particular emphasis on personalized learning and real-world application of knowledge.

The induction program calendar will be thoughtfully structured to outline all necessary trainings, mentoring meetings, and complementary activities that align with our academic plan. This calendar will ensure that all state-mandated training requirements are met punctually while providing continuous support and professional growth opportunities for our Guides. By following this structured approach, we aim to fully prepare our educators to deliver an exceptional online educational experience that aligns with Unbound Academy's mission and vision.

Through this comprehensive induction program, we will cultivate a team of highly skilled Guides who are well-equipped to leverage our AI-based technologies, implement our 2hr Learning model, and provide an experience similar to one-on-one tutoring with mastery-based progression. This

approach will enable us to maximize student learning potential within our two-hour daily sessions, optimizing the learning experience and freeing up time for students to engage in activities that develop life skills and personal interests.

F. Describe the professional development program, providing a description of goals, objectives, competencies, alignment to state requirements and professional development activities required by [22 Pa. Code § 49.17](#). How does the program align to the needs of the educators and students? Please include a copy of the professional development calendar.

Unbound Academy's professional development program is designed to enhance teaching efficacy and support the school's mission of fostering a love for learning, accelerating academic progress, and developing essential life skills. The program focuses on implementing innovative teaching strategies to create an enriching educational experience for both guides (teachers) and students within our online setting.

The program's goals and objectives center around ensuring guides effectively implement strategies that support Unbound Academy's mission. These include enhancing the use of adaptive technologies, leveraging data-driven instruction, and promoting mastery-based learning to achieve rapid student progress within the 2-hour daily sessions. Each year, we will identify specific focus areas based on educational trends and guide feedback to ensure relevance and alignment with the school's goals.

Guides will develop key competencies through the program, including effective use of AI-driven platforms, implementation of differentiated instruction and culturally responsive teaching, data-driven decision making, and integration of life skills development into daily lessons. These competencies are crucial for providing personalized learning experiences that cater to diverse student needs and enhance instructional quality. Additionally, guides will become proficient in continuous monitoring of student progress using adaptive learning systems, creating personalized intervention plans, and conducting regular assessments to ensure at least one year's academic growth per student annually.

Unbound Academy's professional development program aligns with 22 Pa. Code § 49.17 by emphasizing regular assessments, data-driven decision-making, and compliance with state testing programs. The program will ensure that curriculum and instructional practices meet Pennsylvania State Standards and uses adaptive learning technologies to provide personalized education. We will employ a comprehensive evaluation and feedback system to link guide performance with student achievement data effectively.

Professional development activities at Unbound Academy will be diverse and comprehensive. They will include monthly and quarterly PD sessions, customized PD modules, continuous coaching, and bi-annual leadership reviews.

These activities will leverage interactive methods such as role-playing, workshops, and hands-on activities, facilitating the direct application of learned strategies within the online learning environment. Additionally, specialized training sessions will focus on addressing the needs of diverse learners, including those with special needs, to ensure inclusive education.

The program will be tailored to the specific needs of guides and students through continuous monitoring, evaluation, and adaptation processes. It will incorporate feedback from guides, performance data, and student progress analytics to customize PD activities. This approach ensures that professional development remains effective and responsive to both guide and student needs.

Our professional development calendar is structured to provide ample opportunities for reflection and growth. It includes three days allocated before the school year commences for preparation, two days post-school year for debriefing, and fourteen additional days dispersed throughout the year dedicated to professional development. This calendar promotes continuous learning and ensures that PD efforts remain aligned with the school's objectives.

Unbound Academy's professional development program is thoughtfully aligned with the needs of educators and students alike. It incorporates data-driven decision-making processes, feedback loops, and customized interventions based on frequent formative assessments. This tailored approach ensures that guides are well-equipped to provide individualized academic support, thus maximizing student learning potential in line with the academy's mission and state educational standards.

G. Attach the school calendar and identify hours of the school operation, as per section 1715-A (9) (24 P.S. § 17-1725-A(9)).

Daily Schedule

The school day will run from approximately 8:00 AM to 3:00 PM, providing 7 hours of instruction per day. This schedule exceeds the minimum number of instructional hours required for grades 4-8 under P.S. § 1715-A (9).

The total instructional hours for the core curriculum is 990 hours, which meets or exceeds the 900 hours (grades 4-6) and 990 hours (grades 7-8) required by P.S. § 1715-A (9).

By providing an extended school day and allocating ample time for core subjects, Unbound Academy ensures that all students in grades 4-8 will receive comprehensive instruction that meets or exceeds Pennsylvania's requirements. This schedule supports the school's mission of delivering personalized, academically rigorous education that prepares students for success.

Annual Calendar

This calendar is intentionally structured to facilitate the unique educational approach of Unbound Academy, which condenses core academic learning into focused two-hour sessions each morning, freeing up afternoons for engaging workshops that develop essential life skills and foster passion exploration.

Key features of our school calendar include:

- 180 instructional days (59,400 instructional minutes/75,600 total minutes)
- First day of school: August 11, 2025
- Last day of school: May 29, 2026
- Scheduled holidays: Labor Day (Sept 1), Fall Break (Oct 8-10), Thanksgiving Break (Nov 26-28), Winter Break (Dec 23 - Jan 2), MLK Day (Jan 19), Winter Break (Feb 24-27), Good Friday (Apr 3), Spring Break (Apr 20-24), and Memorial Day (May 25)
- Teacher workdays/professional development:
 - Three days prior to start of school year (Aug 6-8) for final preparation
 - Two days following the end of school year (June 1-2) for debrief
 - Fourteen additional days throughout the year (Oct 8-10, Nov 25, Dec 22, Feb 24-27, Apr 20-24) for reflection, collaboration, and targeted professional development based on identified student and staff needs.

Unbound Academy's innovative master schedule and annual calendar are tailored to optimize student learning, achievement, and individualized growth, significantly differing from conventional school structures in Arkansas. By leveraging a mastery-based progression model and integrating enriching real-world workshops, our approach represents a substantial departure from mainstream educational practices

In the Morning Block, students engage in focused core subject learning. The schedule includes 2.5 hours each of Reading, Writing, Math, and Science per week, providing a minimum of 10 hours of core academic instruction. The self-paced lessons, small groups, and personalized practice in these subjects allow students to advance upon demonstrating true mastery of each concept, contrasting with the time-based progression in traditional schools. Students deeply grasp material at their own pace, with our rigorous 90% passing standard far exceeding state requirements.

The Afternoon Block features mandatory enrichment workshops that immerse students in experiential learning on practical topics like communication, collaboration, problem-solving, and social-emotional

development. These hands-on sessions reinforce morning lessons through real-world application while building vital life skills – an element often lacking in standard school schedules. For example, students might participate in "Learn to Learn" workshops focused on effective learning strategies on Monday, Wednesday, and Friday, while Tuesday and Thursday could include "Quest Teamwork" workshops emphasizing collaboration and problem-solving skills through group projects and activities. Other workshops include "Power Play," "Legends," "Town Hall," "Check Chart," and "Love of School," among others. This provides students with 15 hours per week of daily workshops.

Dedicated blocks for one-on-one tutoring and targeted small group interventions are provided based on frequent formative assessments that pinpoint each student's unique needs. Our tiered model adapts to their individual academic profiles in a way not possible with rigid conventional schedules, providing remediation or advanced enrichment to propel growth across all levels.

By weaving together mastery-based academics, experiential workshops, and personalized supports in an innovative schedule and calendar, Unbound Academy accelerates achievement and delivers a uniquely comprehensive experience that develops the whole student and prepares them for boundless futures.

Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of ALL students that are consistent with the mission of your school.

4. School Accountability

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

Unbound Academy is committed to maintaining high academic standards for all students through a comprehensive evaluation program that combines school-developed assessments and standardized testing. Our curriculum is designed to emphasize mastery-based learning, ensuring students thoroughly understand each concept before progressing. This approach aligns with our core commitments: students love school, learn twice as fast, and develop essential life skills.

Our evaluation program includes both formative and summative assessments. Formative assessments are conducted through regular practice questions and unit tests, providing immediate feedback to guide instruction and student learning. Summative assessments include comprehensive end-of-course evaluations and benchmark tests

administered three times a year to track academic progress and ensure continuous improvement. We will also utilize the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth assessments three times annually to monitor student growth objectively.

Unbound Academy fully integrates Pennsylvania-specific assessments into our evaluation process. We will utilize the Pennsylvania System of School Assessment (PSSA), the PA Alternate School Assessment (PASA), and the Keystone Exams to measure student achievement in alignment with state standards. For our English Language Learners, we will employ ACCESS and Alternate ACCESS assessments to support and evaluate their progress, ensuring they receive the necessary support to succeed in our academic programs.

Our data-driven approach extends to the regular analysis of these assessment results. By leveraging data from both standardized tests and school-developed assessments, we will personalize learning paths to meet each student where they are, addressing any learning gaps promptly and effectively. This analysis will not only inform individual instruction but also guide curriculum adjustments and professional development for our educators. We will conduct regular data analysis meetings to review student performance and implement targeted support sessions as needed.

To ensure the effectiveness of our instructional practices, we will conduct monthly virtual class observations and review recorded lessons. This process will allow us to continuously refine our teaching methods and adapt to students' needs. Additionally, we will actively seek input from students, parents, and educators through surveys and feedback sessions, creating a multi-faceted approach to evaluating our school's climate and overall effectiveness.

Our commitment to high academic standards is further supported by our use of AI-based technologies and adaptive learning software. These tools will allow us to provide an experience similar to one-on-one tutoring, optimizing the learning experience within our two-hour daily sessions. This approach not only elevates academic performance but also frees up time for students to engage in activities that develop life skills and personal interests.

We will set academic goals aligned with state requirements, focusing on standardized test scores, mastery of curriculum, and growth metrics aimed at having students learn twice as fast. Our adaptive learning systems will provide real-time academic data for ongoing tracking, allowing us to continuously monitor and revise performance expectations based on data. If data indicates students are falling short of expectations, we will revise our strategies, which may include curriculum changes or new programs to support engagement and skill development.

The Head of School will oversee compliance with Pennsylvania state regulations, the administration of state-mandated assessments, and reporting of student progress and school performance. This role ensures adherence to high academic standards, uses evaluation programs and standardized testing effectively, and analyzes assessment results to improve student performance.

By combining innovative instructional strategies with rigorous assessment and evaluation methods, Unbound Academy will ensure that we are meeting our stated mission and objectives. Our focus on data-driven decision-making, personalized learning, and continuous improvement positions us to provide a transformative educational experience that prepares our students for success both academically and in life.

**B. Describe how teachers and administrators will be evaluated.
Describe the school's standards for teacher and staff performance.**

At Unbound Academy, our evaluation system for teachers and administrators is designed to foster continuous improvement and maintain high academic standards within our innovative online learning environment. We conduct at least four annual formal observations for each teacher and administrator, carried out by the Head of School. These observations involve detailed reviews of both live and recorded instructional sessions, with immediate feedback provided post-observation. The evaluations focus on several key areas, including student performance data, classroom management skills, and adherence to instructional practices that align with our core commitments and Pennsylvania state standards.

Our commitment to high academic standards is supported by our adaptive learning software, which continuously monitors student progress. This system tracks real-time metrics such as lesson mastery, accuracy, and participation, generating daily data that is reviewed weekly by the Head of School. If a student's performance declines, the system flags it for immediate review, initiating a process that includes one-on-one outreach, intervention plans, and close monitoring by guides and our Student Success Team.

We utilize both school-developed and standardized assessments to evaluate student progress and, by extension, teacher effectiveness. These include regular quizzes, tests, projects, and portfolio reviews. Additionally, we administer state-mandated assessments such as the Pennsylvania System of School Assessment (PSSA), the PA Alternate School Assessment (PASA), Keystone Exams, and ACCESS and Alternate ACCESS for English Language Learners. The thorough analysis of these assessment results guides refinements in teaching strategies and curriculum, ensuring continuous improvement in student

performance.

Professional development is a crucial component of our evaluation process. We will provide comprehensive initial training on effective online teaching methodologies, monthly webinars, quarterly in-depth workshops, and 14 dedicated days throughout the academic year for reflective practices and collegial collaboration. These professional development opportunities emphasize the interpretation of data to adapt and improve instructional strategies, ensuring we meet our high academic standards.

Our evaluation system also includes self-assessments and peer feedback, promoting a culture of continuous improvement and collaboration among our staff. We have structured incentive programs in place to recognize and reward outstanding performance, further motivating our teachers and administrators to excel in their roles.

In cases where performance is unsatisfactory, we will implement targeted improvement plans. These include specific growth goals and weekly coaching sessions. If improvement is insufficient despite these interventions, termination procedures may be enacted, with provisions for written notice and an appeal process.

The effectiveness of our 2hr Learning model and one-on-one tutoring approach is measured through various metrics, including student engagement levels, progress in mastery-based learning, and overall academic growth. Our adaptive learning system provides real-time data on these aspects, allowing for continuous assessment and improvement of our instructional methods.

By integrating the outcomes of these evaluations into our professional development programs and using data-driven decision-making, we strive to maintain a culture of excellence. These efforts underscore our commitment to providing an educational experience where students not only thrive academically but also develop essential life skills, aligning with our core commitments that students will love school, learn twice as fast, and acquire crucial life skills.

Through this comprehensive approach to teacher and administrator evaluation, Unbound Academy ensures that we will deliver on our promise of high-quality, personalized education in an online environment, preparing our students for success in their academic journey and beyond.

C. Describe how the school will be accountable to the parents of the children attending your school.

Unbound Academy is committed to maintaining high academic standards and ensuring accountability to parents through a comprehensive

approach that emphasizes transparency, regular communication, and active parental involvement. We will provide quarterly Learning Reports to parents, offering detailed insights into their children's academic achievements and growth in essential life skills. These reports will showcase the effectiveness of our AI-driven personalized instruction, which emulates the benefits of one-on-one tutoring and emphasizes mastery-based progression.

Our commitment to high academic standards is reinforced through the use of standardized assessments mandated by the Pennsylvania Department of Education. We will administer the Pennsylvania System of School Assessment (PSSA), the PA Alternate School Assessment (PASA), the Keystone Exams, ACCESS for English Language Learners, and the Alternate ACCESS. These assessments will provide valuable data on student performance and allow us to benchmark our students' progress against state standards.

We will conduct thorough analyses of these assessment results to drive continuous improvement in our teaching methods and student outcomes. This data-driven approach will enable us to identify areas where students may need additional support and tailor our instruction accordingly. Our unique 2HR Learning model, which concentrates essential academic learning into efficient two-hour daily sessions, will be refined based on these insights to maximize student learning potential.

To further support our commitment to data-driven improvements, we will implement a sophisticated adaptive learning system that tracks key metrics in real-time. Parents will have access to a dashboard (Dash) that displays daily academic progress and provides coaching on sticking points. This system will allow for timely interventions and personalized support when needed.

Parental engagement is a cornerstone of our accountability strategy. We will host regular virtual meetings and feedback sessions, providing parents with opportunities to voice their concerns, suggest improvements, and stay informed about their child's educational journey. These sessions will also serve as platforms for discussing assessment results, curriculum updates, and school objectives.

We will maintain an open dialogue through various channels, ensuring that parents are always informed about their child's progress, any changes to the curriculum, and overall school goals. Our commitment to transparency extends to sharing how we utilize assessment data to improve our educational approach.

Unbound Academy recognizes that parents are essential partners in their children's education. We will offer numerous opportunities for parents to

actively participate in the learning process, whether through virtual classroom observations, online support sessions, or interactive feedback mechanisms. This collaborative approach ensures that parents are not just passive recipients of information but active contributors to their children's educational experience.

In addition to our regular assessments, we will conduct diagnostic and mastery-based assessments typically 1-2 times a month. These assessments will be aligned with Common Core and Pennsylvania State Standards, providing a comprehensive view of student progress and ensuring that our curriculum remains rigorous and aligned with state expectations.

By implementing these strategies, Unbound Academy aims to create an accountable, transparent, and inclusive educational environment that prioritizes the needs and aspirations of our students and their families. Our goal is to foster a strong partnership between the school and parents, working together to ensure each student reaches their full potential in both academic achievement and life skills development.

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

At Unbound Academy, we have established a comprehensive plan for regular review of school budgets and financial records, ensuring transparency, accountability, and fiscal responsibility. Our board is committed to maintaining a strong financial foundation that supports our mission of providing high-quality online education for grades 4-8.

The cornerstone of our financial oversight is a quarterly review process conducted by the board. During these sessions, we examine the school's financial status, comparing actual performance against the budget. This allows us to track our fiscal health, identify any discrepancies, and make necessary adjustments promptly. By maintaining this frequent review schedule, we can adapt our financial strategy to changing operational conditions and ensure that our resources are always aligned with our educational goals.

To strengthen our financial management, we will engage an independent external auditor to conduct annual financial audits. These audits will assess the accuracy of our financial records, evaluate the effectiveness of our internal controls, and ensure our compliance with all relevant regulations. This third-party involvement adds an extra layer of scrutiny and accountability to our financial practices.

The Head of School plays a crucial role in our financial oversight process. In collaboration with YYYYY, LLC, our general and administrative service provider, the Head of School will prepare regular financial reports, including balance sheets, income statements, and cash flow analyses. These comprehensive reports will be reviewed by the board during our quarterly sessions, providing us with accurate and timely financial data to inform our decision-making.

We have established detailed financial policies that govern our day-to-day operations. These policies include specific procedures for purchasing, expense

approvals, and segregation of duties. By consistently applying these policies, we will safeguard our assets and prevent potential fraud, ensuring that every financial transaction is properly scrutinized and validated.

YYYYY, LLC. will provide invaluable support in tracking financial data and trends. Their expertise will offer additional insights to aid the board in making informed decisions, particularly in navigating the unique financial landscape of an online educational environment.

Our annual budgeting process is comprehensive and aligns closely with our strategic priorities. The Head of School will be responsible for drafting the initial budget, which will then be thoroughly reviewed and approved by the board. This process ensures that our financial planning directly supports our educational mission and goals.

By implementing this multi-faceted approach to financial oversight, Unbound Academy demonstrates its commitment to maintaining a strong fiscal foundation. Our regular review processes, coupled with external audits and expert advisory support, will allow us to operate efficiently while upholding our core commitments: ensuring students love school, learn twice as fast, and develop essential life skills within our innovative two-hour daily session model.

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

Unbound Academy is committed to maintaining the highest standards of data protection and privacy for our students, adhering strictly to the Family Educational Rights and Privacy Act (FERPA) guidelines. Our comprehensive system for maintaining and disseminating school records involves secure digital storage, stringent access control, effective information dissemination, thorough compliance training, and regular audits.

We utilize a sophisticated Learning Management System (LMS) and Content Delivery System (CDS) provided by our partner, 2hr Learning, Inc., to preserve student records with the highest degree of security. These systems incorporate password-protected access, encryption, and two-factor authentication (2FA) to safeguard sensitive information. Our security measures also include automatic sign-outs after periods of inactivity and AI-based anomaly detection to further protect against unauthorized access.

Access control within the LMS and CDS is meticulously managed to ensure that students can only access their own information, while teachers and staff have limited access based on their respective roles and responsibilities. This approach guarantees that student records remain confidential and are only accessed by authorized personnel.

For information dissemination, we have established clear processes that respect the need for consent when sharing student information with parents,

legal guardians, and eligible students. Our internally integrated email system within the CDS routes communications regarding academic progress, deadlines, and events. Each user is assigned a unique email account, with all communications encrypted and automatically screened for security threats. This system enables us to send out notifications and alerts efficiently while maintaining a secure educational environment.

Staff training on FERPA compliance and data privacy best practices is an integral part of our operations. Regular training sessions ensure that our team is well-versed in the latest standards and practices for handling student data securely. This training covers everything from the basics of data privacy to specific protocols for managing and disseminating student information.

We will conduct regular security audits and updates to reinforce the efficacy of our security measures. These audits will allow us to identify potential vulnerabilities and implement necessary updates to our systems promptly. Additionally, we will have an incident response plan in place to manage any security issues effectively and efficiently, ensuring continuous compliance with FERPA.

Our commitment to protecting student privacy extends to all aspects of our operations. The internal email communication system, integrated within the CDS, facilitates secure communication among students, staff, parents, guardians, and stakeholders. Access to this system is restricted based on roles to maintain privacy, further enhancing our secure and supportive online educational community.

By implementing these comprehensive measures, Unbound Academy will ensure that our practices not only comply with FERPA but also provide a safe and supportive environment for our online educational community. We will continuously update and improve our systems to maintain the highest standards of data protection and privacy for our students.

F. Describe the system for maintaining accurate student enrollment and withdrawal information as required under section 1748-A (24 P.S. § 17-1748-A).

At Unbound Academy, we have developed a comprehensive system for maintaining accurate student enrollment and withdrawal information in full compliance with Section 1748-A (24 P.S. § 17-1748-A) of Pennsylvania law. Our approach combines user-friendly processes, advanced technology, and strict data management protocols to ensure accuracy, security, and transparency.

We will implement a streamlined online enrollment process that allows parents and guardians to easily submit required documentation, including proof of

residency and prior academic records. Our enrollment team will promptly review applications and provide timely feedback to families. For withdrawals, we will require written notification from parents or guardians and ensure the smooth transfer of academic records to the student's new school.

To manage this information effectively, we will utilize a state-of-the-art Learning Management System (LMS) that maintains real-time records of all enrolled students. This system will flag any changes in enrollment status for immediate review and action. Our administrative staff will have access to comprehensive tools for continuous monitoring and auditing of enrollment data, ensuring its accuracy and currency.

Data integrity and security are paramount at Unbound Academy. We will implement robust security measures, including encryption, access controls, and regular data backups to protect student information. Regular audits will be conducted to verify data accuracy and security, ensuring strict compliance with FERPA regulations and safeguarding student privacy.

Communication is a key component of our enrollment and withdrawal process. We will maintain open channels with parents and guardians, providing regular updates about application processes, key deadlines, and application status. Our dedicated enrollment coordinators will offer personalized support to families throughout the process, addressing queries promptly and efficiently. In the case of withdrawals, we will handle all necessary communication with care, ensuring efficient transfer of records to the new institution.

Our reporting and compliance procedures will align fully with state and federal requirements, including those mandated by Section 1748-A. We will prepare comprehensive reports on enrollment data and trends, which will be regularly reviewed by our administrative team and submitted to the Pennsylvania Department of Education as required.

By implementing these systems and procedures, Unbound Academy will maintain accurate and secure student enrollment and withdrawal information while providing a seamless and supportive experience for families. Our commitment to data integrity, security, and compliance will ensure that we meet all legal mandates while serving our students and their families effectively.

G. Describe plans to evaluate student performance.

Unbound Academy is committed to maintaining high academic standards for all students through our innovative 2hr Learning model and mastery-based progression approach. This model ensures that students achieve proficiency in each subject area before moving on, guaranteeing that they learn twice as fast and master essential skills. Our commitment to high academic achievement is supported by a personalized learning experience facilitated by AI-driven adaptive learning systems that tailor educational content to individual student needs, complemented by weekly one-on-one video check-ins, group workshops, and

project-based learning.

To thoroughly assess student performance, Unbound Academy implements a comprehensive evaluation program that includes both school-developed assessments and standardized tests. Our school-developed assessments consist of regular practice exercises, unit tests, and summative evaluations that enable us to closely monitor student progress and ensure they reach the mastery level of 90% or higher. We also conduct tri-annual evaluations using NWEA MAP Growth assessments to track progress over time.

In alignment with Pennsylvania state requirements, we will incorporate the Pennsylvania System of School Assessment (PSSA), the PA Alternate School Assessment (PASA), and Keystone Exams into our evaluation process. These standardized assessments will provide valuable insights into our students' performance relative to state standards and help us identify areas for improvement in our curriculum and instructional strategies.

For our English Language Learners (ELLs), we will employ the ACCESS and Alternate ACCESS assessments as mandated by the state. These tools will help us monitor language proficiency and academic progress, allowing us to offer targeted support and resources to our ELL students. We will use formative assessments and provide targeted feedback to ensure these students are making steady progress in both language acquisition and content knowledge.

At Unbound Academy, data from all assessments is continuously analyzed to identify areas where students require additional support or intervention. Our team utilizes this data to develop individualized learning plans and to adjust instructional strategies, ensuring that we consistently meet the unique needs of every student. This data-driven approach allows us to set precise performance goals, monitor ongoing progress, and implement timely interventions.

For students showing declining academic performance, we have a well-structured process in place. This involves creating personalized intervention plans, conducting regular reviews, and collaborating closely with parents to ensure a comprehensive support system for the student.

By systematically evaluating and analyzing assessment results, we will inform our curriculum planning and improve overall student performance. Our commitment to data-driven decision-making and continuous improvement ensures that Unbound Academy provides a high-quality education that prepares students for success in their academic journey and beyond.

The effectiveness of our 2hr Learning model is supported by data from NWEA MAP assessments, which have demonstrated superior outcomes for students engaged in this approach. This evidence-based strategy, combined with our comprehensive evaluation program and commitment to continuous improvement, positions Unbound Academy to deliver exceptional educational outcomes for all students in Pennsylvania.

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

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

Unbound Academy is committed to fostering high academic standards for all students through a comprehensive and data-driven evaluation program. Our approach combines school-developed assessments with standardized testing to provide a holistic view of student progress and achievement.

Central to our evaluation program are the Pennsylvania System of School Assessment (PSSA), the PA Alternate School Assessment (PASA), and the Keystone Exams, which we will use to measure student achievement against state standards. For our English Language Learners, we will utilize the ACCESS and Alternate ACCESS assessments to ensure appropriate support and progress monitoring.

To complement these state assessments, Unbound Academy will administer the NWEA MAP Growth assessments three times annually. These assessments provide detailed insights into student proficiency levels and growth across various subject areas. Additionally, we will conduct monthly mastery checks to gauge student comprehension and ensure continuous progress.

Our AI-driven adaptive learning platforms will play a crucial role in our evaluation process. These platforms will continuously assess student performance, providing real-time data that allows for personalized adjustments to meet each student's educational needs. This technology, combined with our emphasis on an experience akin to one-on-one tutoring, will foster a mastery-based progression that has proven highly effective in accelerating student learning.

Data from all these assessments will be meticulously analyzed to identify trends, strengths, and areas needing improvement. This analysis will be integral to guiding our instructional strategies and crafting targeted interventions that directly address identified gaps. By compiling

comprehensive portfolios of each student's data, we will be able to refine teaching methodologies, adjust curricula, and enhance support systems to maximize student outcomes.

Our evaluation system goes beyond mere assessment; it serves as a catalyst for continuous improvement. The continuous monitoring of student performance data will enable real-time adjustments to instructional methods and curricular materials, ensuring that all students remain engaged and supported. This data-driven, student-centered approach ensures that every child is not just meeting but exceeding their academic objectives while developing crucial life skills.

Unbound Academy's commitment to high standards is further evidenced by our use of practice questions, unit tests, and benchmark tests, all designed to ensure mastery of learning objectives. This comprehensive approach to evaluation, coupled with data-driven personalization, creates an educational environment where students can thrive and progress towards their full potential.

Through this well-developed evaluation system, Unbound Academy is dedicated to continuously improving student achievement and attaining stated learning objectives. By leveraging state-of-the-art technology, personalized learning paths, and rigorous assessment practices, we will ensure that each student receives the support and challenges they need to succeed in their academic journey. Our goal is not just to meet state standards, but to exceed them, preparing our students for future academic and personal success.

J. Describe how the school will evaluate your language instruction educational program for English Learners to ensure that they are making progress in both learning English and mastering academic content.

Unbound Academy is committed to providing a high-quality education for all students, including English Learners (ELs), through a comprehensive and data-driven approach to language instruction and academic content mastery. Our evaluation program for ELs is designed to ensure they make significant progress in both English proficiency and academic content areas, aligning with our core commitments of fostering a love for learning, accelerating academic growth, and developing essential life skills.

To evaluate the effectiveness of our language instruction educational program, we will implement a multi-faceted assessment strategy that combines school-developed evaluations with standardized testing. This approach will leverage AI-based technologies to provide personalized learning experiences and real-time progress tracking. Our AI-driven platforms will facilitate adaptive learning, offering tailored feedback and continuous assessment opportunities, simulating the benefits of one-on-one tutoring.

We will utilize the Pennsylvania System of School Assessment (PSSA), PA Alternate School Assessment (PASA), and Keystone Exams to measure academic proficiency across all content areas. These standardized assessments will help us gauge our students' performance against state standards and ensure that our ELs are making progress in mastering academic content alongside their English-speaking peers.

To specifically track the English language proficiency of our EL students, we will administer the ACCESS for English Language Learners and Alternate ACCESS assessments. These tools will provide valuable insights into our students' progress in acquiring English language skills across the domains of listening, speaking, reading, and writing.

Our evaluation process will be ongoing and dynamic, with regular analysis of both formative and summative assessment data. This continuous monitoring will allow us to make data-driven decisions to improve instructional strategies and student performance. We will use AI-enabled progress trackers to integrate data from various sources, providing a holistic view of each student's performance and enabling us to create personalized learning plans that address individual needs.

In line with our mastery-based progression model, we will ensure that students thoroughly understand key concepts before advancing to more complex topics. This approach will be particularly beneficial for our EL students, allowing them to build a strong foundation in both English language skills and academic content knowledge.

Our commitment to high academic standards is reflected in our goal of ensuring that every student achieves at least one year of academic growth annually. We will use a combination of baseline assessments, continuous monitoring through our adaptive learning platform, and regular progress assessments to track this growth. Additionally, we will employ AI-based technologies like IXL and Khan Academy to create personalized learning paths for each student, further supporting their academic progress.

To ensure the effectiveness of our program, we will continuously analyze data from various sources, including formative and summative assessments, attendance records, and student surveys. This comprehensive approach to data analysis will allow us to identify trends, areas of improvement, and successful strategies. If the data indicates that students are not meeting expectations, we will promptly revise our instructional strategies and goals to better support student success.

By implementing this comprehensive evaluation framework, Unbound Academy will be well-positioned to support the unique needs of our English Learners. We will continuously refine our instructional approaches based on

assessment data, ensuring that our EL students not only achieve English proficiency but also excel in their academic pursuits. Our goal is to create an environment where all students, including ELs, can thrive academically while developing a genuine love for learning and acquiring the life skills necessary for future success.

Explanation: Describe your commitment to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (PSSA), the PA Alternate School Assessment (PASA), and Keystone Exams; the ACCESS for English Language Learners and Alternate ACCESS; and an analysis of assessment results to improve student performance.

5. School Community

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

Unbound Academy recognizes the vital role of family and community engagement in fostering a supportive and enriching educational environment for our students. As a 100% online charter school serving grades 4-8 in Pennsylvania, we will implement a comprehensive strategy to cultivate strong relationships with families and the surrounding community.

Family members will be expected to actively participate in their children's education through regular communication and virtual conferences with our dedicated Guides. These Guides will provide weekly updates on each student's progress, ensuring that parents are well-informed about their child's academic journey. To facilitate this engagement, we will utilize various digital platforms, including an online portal where parents can access real-time performance data, interactive discussion boards, and important school announcements.

To support home-based learning, Unbound Academy will offer virtual workshops and resources to equip families with effective strategies for assisting their children in the online learning environment. We will encourage parents to participate in virtual events such as town halls, student exhibitions, and life skills workshops led by professionals. These events will not only showcase student achievements but also provide opportunities for families to connect with the school community.

Recognizing the importance of community partnerships, Unbound Academy will collaborate with various organizations to enrich our students' educational experience. We plan to form strategic alliances with educational institutions, local businesses, and community groups to provide real-world experiences and additional resources for our students. For instance, we will partner with local libraries to offer access to digital resources and reading programs. We will also explore collaborations with organizations like the Boys & Girls Clubs to provide additional support and extracurricular opportunities for our students.

Community involvement will be further encouraged through volunteer opportunities for parents and community members. These may include virtual mentoring programs, assisting with online school events, or participating in advisory committees. By engaging community members in this way, we aim to create a

robust support network for our students and strengthen the bond between the school and the wider community.

Unbound Academy will also emphasize student involvement in the community through various initiatives. We will consider partnerships with food banks, nursing homes, and veterans' associations to facilitate virtual community service projects. These experiences will help our students develop important life skills, foster a sense of civic responsibility, and contribute positively to their communities.

To ensure transparency and maintain open communication, Unbound Academy will regularly share updates through newsletters, social media, and our school website. We will make governance documents and performance reports publicly available, demonstrating our commitment to accountability. Additionally, we will conduct annual surveys to collect feedback from parents, students, and staff, using this input to guide continuous improvements in our educational model and community engagement strategies.

Our commitment to family engagement extends to early identification of students at risk of academic failure. We will develop personalized intervention plans collaboratively with Guides, our student support team, and families to ensure each student receives the necessary support. This proactive approach aligns with our core commitment to ensuring students love school and learn twice as fast.

By integrating these various elements of family and community engagement, Unbound Academy aims to create a supportive, collaborative, and enriching educational environment that extends beyond the virtual classroom. Our goal is to ensure that students not only excel academically but also develop the life skills and community connections necessary for their future success, all while maximizing their learning potential through our innovative 2hr Learning model.

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

At Unbound Academy, we recognize that parent involvement is crucial to fulfilling our mission of ensuring students love school, learn twice as fast, and develop essential life skills. Our 100% online charter school model relies heavily on parental support to create an effective learning environment at home.

The 2hr Learning model is central to our approach, and parents play a vital role in supporting this structure. We expect parents to actively engage with their children during the daily two-hour learning sessions, helping to create a conducive environment for focused study. This involvement is critical in maximizing the effectiveness of our AI-driven platform and mastery-based progression approach.

To facilitate seamless communication, we have integrated an internal email system within our Content Delivery System (CDS). This secure platform allows parents to create their own accounts, receive academic notifications, and access important information about their child's progress. We provide comprehensive training and guidelines for parents on using this system, with technical support readily available. All communications related to instruction and student progress are encrypted and compliant with privacy standards like FERPA.

We maintain regular communication through detailed progress reports and monthly parental meetings. These meetings serve as a platform for parents to provide feedback and collaborate with teachers to meet their children's unique needs. This open line of communication allows us to continuously refine our approach and ensure we're meeting the diverse needs of our student body.

Community partnerships are integral to enhancing our educational offerings. We will collaborate with Local Education Agencies (LEAs) to access additional resources and specialized support services, particularly for students in subgroups who may require extra assistance. These partnerships will also bring in professionals for life skills workshops and other educational activities, enriching our curriculum and providing students with real-world connections.

To further support parents in their role as educational partners, we will offer specialized training workshops on topics such as virtual behavior management and special education needs. These sessions will be designed to enhance parents' ability to support their children's learning within our unique online environment.

We will provide numerous opportunities for parents to actively participate in our school community. Parents will be invited to contribute insights during our monthly meetings, helping us tailor the curriculum to better meet their children's needs. We will encourage parents to engage in school programs, virtual events, and initiatives, fostering a strong sense of community despite our online format.

Transparency will be a key component of our parent involvement strategy. We will make governance documents, meeting minutes, and performance reports publicly available. Parents will have opportunities to participate in board meetings and provide feedback via dedicated communication channels, ensuring their voices are heard in the school's decision-making processes.

By fostering this comprehensive approach to parent involvement, Unbound Academy will create a collaborative educational ecosystem where parents are not just supporters, but active participants in their children's learning journey. This partnership between school and family is crucial to achieving our mission and ensuring the success of every student in our care.

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

At Unbound Academy, we will establish a clear and accessible process for parents to submit complaints regarding the school's operation, ensuring that every concern is addressed fairly and promptly. Parents will be able to submit formal grievances in writing to the lead administrator through various channels, including an online form, email, or phone call. The written grievance should clearly outline the nature of the concern, the individuals involved, and the desired outcome. This structured submission format will help ensure that all relevant information is captured from the outset, facilitating a more efficient review process.

Upon receiving a complaint, the lead administrator will acknowledge its

receipt promptly, providing parents with immediate reassurance that their issue is being taken seriously. The lead administrator will then initiate a thorough investigation into the matter, gathering information from all relevant parties, including Guides and any other involved staff members. This comprehensive approach will ensure that all perspectives are considered, leading to a more balanced and fair resolution.

Once the investigation is complete, the lead administrator will meet with the parent to discuss the findings and propose a resolution. This meeting will provide an opportunity for open dialogue, allowing parents to ask questions and better understand the decision-making process. If the parent is not satisfied with the proposed resolution, they will have the right to appeal the decision to the school's governing board. The governing board will then conduct a thorough review of the grievance, as well as the lead administrator's findings. If necessary, the board may conduct additional investigations to ensure that all aspects of the complaint are thoroughly examined. The governing board's decision will be final, providing a conclusive resolution to the complaint.

To foster a culture of continuous improvement and collaboration with family members, we will implement follow-up mechanisms after a complaint is resolved. Parents will be encouraged to provide feedback on the resolution process and share any additional insights they may have. This feedback will be invaluable for identifying patterns and areas for improvement, helping us refine our procedures and policies over time.

Furthermore, Unbound Academy will actively engage parents in their children's education through monthly meetings conducted by Guides in collaboration with the Head of School. These meetings will focus on parents of students in specific subgroups, providing a platform to gather insights and feedback on the effectiveness of the current curriculum. During these sessions, we will discuss any necessary adjustments to ensure that our educational objectives align with each student's specific requirements. We will share detailed progress reports, highlighting areas of strength and identifying opportunities for improvement.

Parents will be encouraged to provide input on their child's learning experience, including challenges and successes observed at home. This collaborative approach will create a more comprehensive understanding of each student's needs, allowing for tailored adaptations to the curriculum. By integrating feedback from family members and working closely with community organizations, we will ensure that our policies and practices are responsive to the needs of our students and their families, fostering a stronger and more supportive educational environment.

Through these procedures and collaborative efforts, Unbound Academy will maintain open lines of communication with parents, address concerns effectively, and continuously improve our educational offerings to best serve our students and their families.

D. Describe how you will communicate effectively with language minority communities through translation and interpretation of information.

Unbound Academy is committed to fostering effective communication with language minority communities through a comprehensive approach that ensures all families can actively participate in their children's education. We will provide written documents and communications in multiple languages relevant to our diverse community, including Spanish, French, and Mandarin. This multilingual approach will enable all families to fully understand and engage with our school's policies, educational materials, and important communications.

To facilitate real-time communication, we will offer interpretation services for parent-teacher meetings, school events, and other critical interactions. These services will be provided through a combination of bilingual staff and advanced AI-based technologies, ensuring accurate and efficient translations. This approach will enable parents to fully participate in their children's education, understand their academic progress, and communicate effectively with teachers and administrators, regardless of their English proficiency.

We recognize the importance of having staff members who can directly communicate with our diverse families. Therefore, we will prioritize hiring bilingual staff who can provide personalized support to students and families who may need additional assistance due to language barriers. These staff members will play a crucial role during key school activities, including parent-teacher conferences and community outreach events, ensuring that all families feel welcome and included.

Leveraging technology is a key component of our communication strategy. We will integrate AI-based technologies into our communication platforms to enhance our translation and interpretation capabilities. These tools will allow for real-time translation during virtual meetings and provide quick translations of written communications, streamlining our processes while maintaining high standards of accuracy and reliability.

Unbound Academy will also collaborate with local community organizations, cultural associations, libraries, and faith-based groups

to extend our reach and provide additional resources and support to our families. Through these partnerships, we will conduct informational workshops, distribute educational materials, and create opportunities for families to engage with the school in meaningful ways. We will host virtual community forums and town halls to engage parents and community members, offering real-time interpretation services to facilitate effective communication and ensure open dialogue with families from diverse backgrounds.

For our English Language Learners (ELLs), we will take a proactive and personalized approach to engagement. Adaptive online programs like Duolingo will be embedded into each ELL student's daily learning plan, providing additional language support. We will also organize interactive workshops and conduct frequent check-ins with ELL families to discuss progress and gather feedback, treating them as essential partners in the educational process.

To further support our families, we will provide access to a dedicated parent portal within our Learning Management System (LMS), where parents can access translated documents and real-time interpretations during virtual sessions. This integration of our online platforms and educational technologies into our communication strategies will ensure that all families can easily access important information and stay connected with their child's educational journey.

By implementing these strategies, Unbound Academy aims to create an inclusive and supportive educational environment where language is not a barrier to participation and success. Our commitment to effective communication with language minority communities aligns with our core values of ensuring that all students love school, learn twice as fast, and develop essential life skills. Through our 2hr Learning model and personalized approach, we will work tirelessly to maximize the potential of every student, regardless of their language background.

Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other community organizations.

6. Extracurricular activities (athletics, publications and organizations)

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

Note: Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

Unbound Academy's extracurricular program is designed to complement our academic curriculum and support our mission of helping students love school,

learn at an accelerated pace, and develop essential life skills. Our program focuses on nurturing well-rounded individuals by offering a diverse range of activities that cater to various interests and abilities of students in grades 4-8.

A cornerstone of our offerings is the Life Skills Workshops, which we will conduct daily in the afternoons. These mandatory workshops aim to equip students with practical skills vital for their personal and future professional lives. Topics will include financial literacy, time management, public speaking, goal-setting, digital literacy, emotional intelligence, and creative problem-solving. By providing hands-on projects and interactive sessions, students will gain not only knowledge but also the confidence to apply these skills in real-world contexts. We will offer both synchronous and asynchronous options, such as live sessions for budgeting or speech delivery, and independent projects like recording public speeches. This approach ensures that students can participate regardless of their schedules, maximizing accessibility and engagement.

To foster creativity, problem-solving, and critical thinking skills, Unbound Academy will offer a variety of virtual clubs designed to align with the diverse interests of our students. These will include a coding club, debate team, arts and crafts group, and book club. By providing a platform for like-minded students to collaborate and explore their passions, we aim to cultivate a community of enthusiastic learners and innovators. Participation in these clubs will not only enhance academic skills but also promote social interaction and teamwork, vital components of a well-rounded education.

Community service projects are another key component of our extracurricular program, aimed at fostering a sense of social responsibility and community engagement. We will initiate both online initiatives and partnerships with local organizations such as community groups, veterans' associations, food banks, and nursing homes. Students will have the opportunity to participate in various service activities, learning the value of giving back to their communities and developing empathy and leadership skills in the process.

Recognizing the importance of physical well-being, Unbound Academy will incorporate physical activities into its extracurricular program. We will arrange virtual fitness classes accessible to all students regardless of their geographical location. Additionally, we will coordinate with local youth sports leagues to provide opportunities for students to participate in organized sports and physical activities within their communities, ensuring that they remain active and healthy.

To further enrich the educational experience, we will host a series of interactive events aimed at broadening students' horizons. These will include virtual field trips to museums, historical sites, and science centers, offering students the chance to explore new places and ideas from the comfort of their homes. We will also organize guest speaker sessions with experts from various fields, allowing students to gain insights and inspiration from professionals and thought leaders.

Language exchanges with native Spanish speakers, author talks, reading challenges, and talent shows are also planned to foster a sense of community and celebration of diverse talents and interests.

Our extracurricular program also includes specialized academic workshops for deeper learning and personalized assistance. Students will have opportunities to participate in virtual meetups and study groups, fostering peer interaction and collaboration skills. Additionally, we will offer language learning opportunities in Spanish, French, and Mandarin, incorporating cultural elements to broaden students' global perspectives.

By offering this comprehensive range of engaging and meaningful activities, Unbound Academy aims to create a nurturing and dynamic online learning environment where students can thrive both academically and personally. Our holistic approach ensures that students receive a well-rounded education that prepares them for success in all aspects of their lives while complementing the programs in their school districts of residence.

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

As an online charter school, Unbound Academy recognizes the importance of extracurricular activities in supporting our students' holistic development. While we have not yet entered into formal agreements with local school districts regarding student participation in extracurricular activities, we are actively developing plans to ensure our students have access to a wide range of opportunities that complement our mission and educational model.

In Pennsylvania, cyber charter school students have the right to participate in extracurricular activities in their school district of residence, as outlined in the Pennsylvania School Code. We will work closely with local school districts to facilitate this participation, ensuring our students can engage in activities such as sports teams, clubs, and other programs that align with their interests and our educational goals.

Our approach to extracurricular activities will focus on supporting our core commitments: students loving school, learning twice as fast, and developing essential life skills. We believe that participation in organized activities outside of our 2hr Learning model can significantly contribute to these objectives. For instance, joining a local school district's debate club can enhance critical thinking skills, while participating in team sports can foster collaboration and leadership abilities.

To implement this vision, we will establish clear communication channels with

local school districts. We plan to designate a liaison who will work directly with district administrators to coordinate student participation, address logistical concerns, and ensure a smooth integration of our students into district-based activities. This liaison will also help resolve any potential conflicts between our students' online academic schedules and the timing of extracurricular activities.

We will develop a comprehensive database of available extracurricular opportunities across the districts we serve. This resource will be made available to our students and families, allowing them to easily identify and pursue activities that align with their interests and our educational goals. We will provide guidance to help students balance their academic responsibilities with extracurricular pursuits, ensuring that these activities enhance rather than detract from their educational experience at Unbound Academy.

In addition to facilitating participation in district-based activities, we will explore partnerships with community organizations to offer virtual extracurricular programs that complement our online learning environment. These might include coding clubs, virtual art exhibitions, or online chess tournaments, providing additional avenues for student engagement and skill development.

As we move forward with these plans, we will remain flexible and responsive to the needs of our students and the capabilities of local school districts. Our goal is to create a rich, well-rounded educational experience that extends beyond our core academic program, supporting our students' growth and helping them develop the skills and passions that will serve them well in their future endeavors.

Explanation: Identify organized activities that complement the mission of the cyber charter school and the programs in the students' school districts of residence.

7. Technology Support

A. Describe how the school will use technology and the Internet to provide a significant portion of its curriculum and to deliver a significant portion of instruction.

Unbound Academy will leverage cutting-edge technology and the Internet to deliver a comprehensive, personalized, and engaging educational experience for students in grades 4-8. Our innovative 2hr Learning model forms the cornerstone of our approach, utilizing an advanced online learning platform powered by AI-driven adaptive software to maximize student learning potential within a condensed, efficient timeframe.

The core of our curriculum delivery is our proprietary online platform,

which hosts a rich array of educational materials and facilitates virtual classrooms. This platform integrates seamlessly with AI-based technologies such as IXL, Khan Academy, Amplify, Project Read, and XtraMath to create personalized learning paths for each student. These adaptive learning tools continuously assess student progress, adjusting the difficulty and focus of lessons to match individual needs. This level of personalization not only enhances educational outcomes but also reduces costs, making high-quality education more accessible.

Our technology-driven approach supports mastery-based progression, a critical feature of our instructional model. The platform meticulously tracks each student's progress, ensuring they have mastered specific concepts and skills before advancing to the next level. This approach promotes a deeper understanding of the material and optimizes the learning experience. Diagnostic and mastery-based assessments conducted 1-2 times a month will further personalize learning and ensure students are progressing appropriately.

To enrich our online instruction, we will incorporate a variety of interactive tools. Video conferencing will enable live, real-time lessons and discussions, fostering a sense of community and collaboration among students. Online quizzes and simulations will provide immediate feedback, helping students identify areas for improvement and reinforcing their learning through practice and application.

The 2hr Learning model is intricately supported by our technological infrastructure. This model emphasizes concentrated, high-quality academic instruction within a two-hour daily window, allowing students to achieve mastery efficiently. Our AI-powered adaptive learning platform will deliver personalized lessons in core academic subjects during these focused sessions. The remaining part of the day will be dedicated to project-based learning and activities that develop life skills, facilitated through both synchronous and asynchronous methods using our virtual classrooms.

To support our comprehensive approach, we will utilize a tool called Dash, which will display daily academic progress and provide coaching. We will also generate quarterly student-specific Learning Reports detailing progress towards 2hr Learning targets. This data-driven approach will allow us to continually refine and improve our instructional methods.

Our curriculum will be aligned with Common Core and Pennsylvania State Standards, ensuring that students receive a rigorous education that meets or exceeds state requirements. The integration of various educational apps and resources will provide a diverse and engaging learning experience, covering core subjects such as math, reading,

writing, and science.

By leveraging this comprehensive suite of technologies, Unbound Academy aims to create an environment where students love school, learn at an accelerated pace, and develop vital life skills. Our goal is to prepare students for the challenges and opportunities of the future through a carefully structured and technologically supported learning environment that goes beyond traditional educational boundaries.

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

Unbound Academy will significantly enhance student engagement and achievement through the strategic implementation of cutting-edge technologies. At the core of our approach is AI-driven personalized learning, which tailors instruction to each student's unique needs, strengths, and learning pace. This adaptive system continuously analyzes performance data to customize curriculum content, supporting mastery-based progression and enabling students to learn twice as fast as traditional methods.

Our AI-powered platform identifies skill gaps and offers targeted interventions through micro-tutorials, ensuring that each student receives the support they need to succeed. This personalized approach is particularly effective within our 2hr Learning model, which maximizes student learning potential by providing quality education within a two-hour daily session. This not only elevates academic performance but also frees up time for students to engage in activities that develop life skills and personal interests.

To further boost engagement, we will integrate interactive learning platforms such as IXL and Khan Academy. These platforms offer gamified lessons, virtual simulations, and hands-on projects that make learning enjoyable and provide continuous motivation. Our afternoon workshops, in particular, will utilize these interactive tools to focus on critical life skills and project-based learning, fostering collaboration and creativity among students.

Real-time feedback is a crucial component of our technological approach. Our AI system and Guides will provide immediate assessments of student work, highlighting areas needing improvement and celebrating achievements. This instant feedback mechanism fosters a growth mindset and enables timely interventions, preventing small learning gaps from becoming significant obstacles. Guides will conduct regular and systematic data collection, including formative assessments and real-time analytics from AI platforms, to track student progress effectively.

Virtual collaboration tools will be integral to our learning environment, facilitating group projects and peer-to-peer learning experiences. These tools will nurture a sense of community and cooperation, allowing students to

develop essential teamwork and communication skills. Our online platforms for professional learning communities will also enable educators to share best practices and collaborate effectively, ensuring continuous improvement in our teaching methods.

Data analytics will play a pivotal role in our educational strategy. We will continuously monitor student performance through our Adaptive Learning Platform and MAP Testing, identifying trends and adjusting our instructional strategies accordingly. This data-driven approach will ensure that all students meet or exceed Pennsylvania State Standards while receiving a high-quality, personalized education.

Our system will include baseline and final assessments to ensure at least one year's growth annually for each student. Additionally, we will employ AI-powered video monitoring and plagiarism detection software to maintain academic integrity.

By leveraging these advanced technologies, Unbound Academy will create a learning environment where students are highly engaged, achieve significant academic milestones, and develop crucial life skills for their future endeavors. Our approach not only meets the required instructional hours but does so in a way that is efficient, effective, and tailored to each student's individual needs.

C. Describe the technical support that will be provided to students and parents and procedures for equipment repairment/replacement.

At Unbound Academy, we have implemented a comprehensive technical support system to ensure a seamless online learning experience for our students and their families. Our support infrastructure is designed to be accessible, efficient, and responsive to the diverse needs of our community.

Students and parents can access technical support through multiple channels, including email, live chat, and a dedicated hotline for real-time voice support. When encountering technical issues, students will fill out a detailed form describing the problem, which our 2hr Learning support team will promptly review and prioritize. We are committed to swift resolution times, aiming to address straightforward issues quickly during instructional hours. For more complex problems, we may require additional time, but our focus remains on minimizing any disruption to learning.

Our technical support services are available via email and telephone from 8:00 AM to 5:00 PM Eastern Time, Monday through Friday, excluding public holidays. We commit to responding to requests within one business day, ensuring that our community receives timely assistance.

To empower our community, we will provide a range of self-help resources, including a comprehensive FAQ section, step-by-step tutorials, and instructional

videos. These resources will enable students and parents to resolve minor issues independently, promoting digital literacy and problem-solving skills. For unresolved or particularly challenging issues, we have an escalation procedure in place, involving higher-level technical support for thorough diagnostics and resolution.

For equipment repair or replacement, Unbound Academy has established clear procedures. We will provide laptops and broadband internet access to all students to ensure full participation in our online learning environment. If a device malfunctions, our technical support team will first attempt to resolve the issue remotely. If a repair is necessary, we will promptly replace the device to minimize disruption to the student's learning experience. It's important to note that while we provide and maintain necessary equipment, our technical support does not cover issues arising from unauthorized modifications or improper use.

To further support our community, we will offer comprehensive digital literacy training for all students and parents. This will include onboarding sessions, ongoing workshops, and written guides covering the use of essential digital tools and our learning management system. These resources will equip our community with the skills and confidence to navigate the virtual learning environment effectively.

Recognizing the unique needs of students with special requirements, Unbound Academy will offer specialized technical support to ensure equal access to all educational resources. This will include providing assistive technologies and personalized technical assistance tailored to individual needs.

By providing this robust technical support infrastructure, we aim to minimize any potential barriers to learning, allowing our students to focus on their academic growth and personal development within our innovative 2hr Learning model. Our commitment to accessible support, rapid resolution times, comprehensive training, and special provisions for students with diverse needs will ensure a seamless and enriching online learning journey for all members of the Unbound Academy community.

D. Describe your policies and procedures for ensuring the acceptable and appropriate use of technologies, student Internet safety and privacy, and cybersecurity measures that will guarantee the confidentiality of data.

At Unbound Academy, we are deeply committed to ensuring the acceptable and appropriate use of technologies, as well as safeguarding student Internet safety and privacy. To achieve this, we will implement comprehensive policies and procedures that are integral to our educational approach.

We will provide our students with thorough training on Internet safety

through two specialized programs. Firstly, the FBI Safe Online Surfing (SOS) program offers interactive lessons that teach students about cyber safety in an engaging manner. This program covers essential topics such as recognizing online threats, understanding the importance of secure passwords, and knowing how to respond to cyberbullying. Secondly, our Digital Citizenship course, developed by Common Sense Education, will equip students with the skills they need to thrive as responsible digital learners and leaders. This course covers a wide range of topics including digital footprint management, online ethics, and media literacy, ensuring that students are well-prepared to navigate the digital world responsibly.

To further protect our students online, we will utilize GoGuardian software across all school-issued devices. GoGuardian will enable us to monitor student online activities in real-time, allowing us to identify any signs of potential self-harm or harmful behavior promptly. The software's filtering capabilities will also block access to inappropriate content, creating a safe and focused online learning environment. By combining monitoring with proactive interventions, we aim to support our students' well-being while respecting their privacy.

In terms of cybersecurity measures, we are dedicated to guaranteeing the confidentiality of all student data. We will implement robust security protocols that include encryption of sensitive data, secure authentication processes, and regular system audits to detect and address vulnerabilities. Our systems will be designed to comply with all relevant data protection regulations, ensuring that personal information is handled with the utmost care. Additionally, we will educate our staff on best practices in data security to maintain a high standard of confidentiality across the academy.

Overall, our policies and procedures are designed to foster a secure and supportive online environment where students can learn effectively and safely. By combining comprehensive education on digital citizenship with advanced monitoring and cybersecurity measures, Unbound Academy will uphold the highest standards of technology use and data protection.

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

Unbound Academy employs a comprehensive strategy to ensure the authenticity of student work and maintain the integrity of online exams. Our approach combines advanced technologies with rigorous procedures to create a trustworthy academic environment that aligns with our commitment to accelerated learning and skill development.

We utilize AI-powered plagiarism detection tools to review student submissions,

comparing them against extensive databases of published material and other student work. This not only helps identify instances of academic dishonesty but also serves as a deterrent, encouraging students to produce original work.

For high-stakes assessments, we will implement secure, remotely proctored environments with advanced security features. These include AI video monitoring and browser lockdown technologies, which prevent access to unauthorized resources during exams. Live or recorded proctoring will allow for close observation of student behavior, enabling us to detect any suspicious activities that might indicate cheating.

Identity verification is a crucial component of our integrity protocol. We will implement multi-factor authentication to confirm student identity both before and during exams, ensuring that the registered student is indeed the one participating in the assessment.

To mitigate the risk of collusion, we will deploy randomized question sets drawn from extensive question banks. This approach generates unique sets of questions for each student, significantly reducing the possibility of answer sharing or collaboration during exams.

Our integrity measures are further reinforced by the use of secure browsers, also known as lockdown browsers. These specialized applications restrict students' ability to access external websites, applications, or other digital resources during examinations, ensuring they remain focused solely on the exam content.

We will implement rigorous integrity policies that are clearly communicated to both students and parents. Our guides will be trained to detect signs of academic dishonesty, and we will conduct regular audits of our assessment processes to maintain high standards of academic integrity.

Importantly, our mastery-based progression model and diverse assessment methods inherently reduce the incentive to cheat. By allowing students to progress at their own pace and demonstrate mastery through various means, we will create an environment where authentic learning and skill development are prioritized over mere test performance.

Through this multi-faceted approach, Unbound Academy will create a robust framework that upholds the authenticity of student work and exam integrity. These measures not only ensure academic honesty but also support our core commitments of accelerated learning and life skill development, preparing our students for success in their future endeavors.

- F. Describe equipment, including hardware, software, and Internet connections, to be provided to students and the process by which the technologies will be periodically assessed and refreshed.**

Unbound Academy is committed to providing students with the necessary technology to thrive in our online learning environment. Each student will receive a laptop equipped with at least an Intel Core i5 processor, 8GB RAM, and 256GB SSD storage, ensuring they have the hardware capabilities to engage fully in our educational programs. These laptops will come with essential accessories like headphones to facilitate clear communication during online classes.

To support our students' internet connectivity needs, we have implemented a comprehensive approach. We require all students to have access to reliable high-speed internet with a minimum of 25 Mbps download and 3 Mbps upload speeds. For families who lack adequate internet access, we plan to establish partnerships with local entities to create free Wi-Fi access points, offering students alternative reliable internet options.

The software suite provided to our students includes AI-powered educational platforms such as IXL and Khan Academy, complemented by our intuitive 2hr Learning platform. These platforms use AI technologies to create personalized learning paths that adapt to each student's pace, ensuring they can maximize their learning during our two-hour daily sessions. We also provide productivity tools like Google Workspace, including Google Docs, Sheets, Slides, and Drive, to streamline collaboration and assignment submission. All devices are equipped with antivirus software and internet security measures to protect against digital threats.

To ensure the ongoing effectiveness of our technology, we have implemented a robust assessment and refresh process. Lead Guides and the Head of School conduct quarterly surveys and performance reviews to assess the adequacy of the provided technologies. These assessments collect feedback from students, parents, and educators to identify any gaps or areas for improvement. Our learning management system, Schoology, provides real-time data on student engagement and performance, aiding in the continuous monitoring of the technology's impact on education.

The refresh process is designed to keep our technology current and effective. We conduct an annual review of all hardware and software, evaluating their performance and compatibility with the latest educational standards and technologies. Based on these evaluations, we implement a replacement cycle every three years for our laptops and other provided technologies. This structured refresh process is guided by the data collected from our periodic assessments and feedback, ensuring a dynamic and responsive approach to maintaining high educational standards.

Our IT team provides 24/7 tech support via phone and email, tracking laptop usage, replacement, and repair data to identify if our equipment or refresh plan requires adjustment. At the end of each school year, laptops are collected for

maintenance, refreshing, and reissuing based on our maintenance plan. This approach ensures that all students have access to fully functional and up-to-date technology at the start of each academic year.

By providing high-quality hardware, software, and internet connections, coupled with regular assessments and a robust refresh process, Unbound Academy upholds its commitment to fostering an engaging, efficient, and secure online learning environment for all students in grades 4-8. Our technology infrastructure is designed to support our core commitments of ensuring students love school, learn twice as fast, and develop essential life skills, all within our innovative 2hr Learning framework.

II. NEEDS ASSESSMENT

1. Statement of Need

A. Describe why there is a need for this cyber charter school.

In Pennsylvania, cyber charter schools are already well-present and successful. 38,000 students are currently enrolled in major cyber charter schools. However, Unbound Academy offers a novel approach to address the critical need in Pennsylvania's educational landscape. Pennsylvania is undergoing a breaking point, with nearly half of school leaders reporting that 60% or more of their students have need for mental health support. Simultaneously, there's a shortage in nearly 90% of districts that involves teachers and educational personnel. Teachers are quitting. We believe our approach, designed to provide a highly personalized education that maximizes each student's potential while fostering a love for learning, and the technology novelty that we bring, alongside above market rate teacher salaries, will rekindle passion in both teachers and students.

The first thing to do to prevent children from stressing, is to turn school into something they understand, and that they love. At the core of our model, heavily backed by research on learning science and educational methods and technology, is a personalized learning experience that leverages advanced AI technologies to create a one-on-one tutoring environment. This approach allows each student to progress at their own pace, ensuring mastery of concepts before moving forward. This is very important, because very often, in PA schools, gaps in knowledge form and are never addressed, becoming hidden problems, never fixed as the student advanced through the grades, reducing academic performance with a negative avalanche effect. Our AI-driven instruction adapts in real-time to each student's needs, strengths, and learning style, enabling them to potentially advance 1.5 to 2 grade levels per year as we have observed experimentally in our pilot schools. This level of personalization is often unattainable in traditional classroom settings not by negligence or poor intentions, but due to the model itself, because the pace is dictated by the average speed of the class and the teacher can't pay individual attention to each child.

When students are on par with their grade level, as they continue to achieve better results in less time, they'll achieve spare time. During this extra time, our commitment to developing life skills sets us apart from traditional schools. We will

integrate hands-on, project-based workshops into our curriculum, focusing on essential skills such as financial literacy, public speaking, leadership, and emotional intelligence. These afternoon workshops ensure our students are well-rounded and prepared for real-world challenges beyond academic success.

Another challenge in PA is the budget. Accessibility and affordability are key pillars of our model. By utilizing AI-based adaptive technologies, we will significantly reduce educational costs, making high-quality education available to all families, regardless of their economic background. We will provide necessary technology and internet stipends to bridge the digital divide and ensure equal access to our program.

Our innovative 2hr Learning model is a game-changer in educational efficiency. By concentrating learning into two highly effective hours of daily instruction, we will maximize academic performance while freeing up time for personal interests and life skill development. This model respects children's natural rhythms, reducing burnout and promoting overall well-being. Our rigorous academic standards and mastery-based progression will ensure that students grasp core concepts thoroughly within this condensed timeframe.

Most importantly, we will strive to create a school environment that students genuinely love. Our approach fosters intrinsic motivation and a lifelong love of learning. In fact, our data, that we collected by running schools that follow this same model, in other states, shows that 96% of our students prefer school to vacation, a testament to the engaging and enjoyable atmosphere we've cultivated.

Unbound Academy's cyber charter school model fills a crucial gap in Pennsylvania's educational offerings. By combining personalized learning, life skill development, accessibility, and efficient instruction, we will provide a compelling alternative to traditional schooling where teachers feel valued and love their jobs, as well as students love school. Our approach nurtures well-rounded, capable, and enthusiastic learners who are truly prepared for the future.

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

The cyber charter school model we offer is an ideal vehicle to address the evolving educational needs of students and parents in Pennsylvania.

One of the primary advantages of our cyber charter school model is the unparalleled flexibility in scheduling. This flexibility allows us to optimize the educational schedule and achieve more with less. By structuring core academic learning into a concentrated two-hour daily session, we enable students to balance their academic responsibilities with a wider array of personal development opportunities. This approach ensures that learning is both efficient and holistic, catering comprehensively to the students' growth beyond academics alone.

Our model provides access to diverse learning resources through the integration of AI-based technologies. We utilize advanced adaptive learning

platforms like IXL and Khan Academy to deliver tailored educational content that suits each student's individual learning needs. These resources are not only educationally effective but also financially accessible, democratizing high-quality education for all Pennsylvania students. All educational material we use complies with PA standards for education and has been vetted.

Personalized learning experiences are at the heart of our cyber charter school model. At Unbound Academy, we implement a one-on-one tutoring approach coupled with mastery-based progression. This method caters to each student's unique pace and style of learning, ensuring that they thoroughly comprehend and master subjects before moving forward. This approach fosters a deeper and more substantive understanding of the curriculum, similar to the most effective means of instruction - one-on-one tutoring. Teachers will always remain in the driver's seat and our technology boosts their ability to follow each student's individual progression closely and be present at all times to intervene faster than it's possible in a traditional school.

Cost-effectiveness is another significant benefit of our cyber charter school model. By operating online, Unbound Academy lowers operational costs, eliminating expenses associated with maintaining physical infrastructure. These savings directly contribute to making our high-quality educational services more financially accessible to families across Pennsylvania, as charter schools are always free to attend.

Perhaps most importantly, our cyber charter school model broadens the reach of quality education. By removing geographical barriers, Unbound Academy provides equal educational opportunities to students across Pennsylvania, regardless of their location. This inclusive approach aligns with our core commitments: ensuring students love school, learn twice as fast, and develop essential life skills. Our plan to expand enrollment from 500 to 1500 students over the first three years demonstrates the scalability and demand for this educational model.

The cyber charter school model we propose at Unbound Academy will not only transform how education is delivered, likely setting new standards for everyone, but also ensure that every student loves school and thrives in a learning environment that is both nurturing and exceptionally effective. By leveraging technology, personalized instruction, and a focus on holistic development, we will expand choices and improve services for students and parents throughout Pennsylvania. This approach not only optimizes learning but also promotes a sustainable, environmentally friendly approach to education by reducing the need for physical facilities and associated resources.

Explanation: Identify potential opportunities to improve service and expand choices for students and parents.

2. School Demographics

A. Describe the cyber charter school's enrollment projections for each of the first five years. What is the cyber charter school's ultimate enrollment goal? What grades will be served? How many students are expected to be in each grade or grouping?

Unbound Academy, a 100% online charter school serving grades 4-8, projects ambitious growth in enrollment over its first five years. In the initial year (2025-26), we anticipate enrolling 250 students. This number is expected to double to 500 students by Year 2 (2026-27) and further increase to 1,000 students by Year 3 (2027-28). The growth trajectory continues in Years 4 and 5, with projections of 1,500 and 2,000 students respectively. This progressive growth highlights our capacity and commitment to expanding educational reach while maintaining the integrity of our learning environment.

The ultimate enrollment goal for Unbound Academy is to reach 2,000 students by the end of the fifth year, establishing a robust online learning community engaging students from diverse backgrounds across Pennsylvania. This target reflects our confidence in our innovative educational model and the growing demand for flexible, high-quality online education options. Additionally, we'll likely extend our grades to K-8 first and K-12 later, to avoid having students switching schools and offer a unified progression. The reason we're not starting K12 immediately is because we have a very high quality bar when it comes to the children, and we only make promises that we are materially CERTAIN we can keep - as it's the case with everything written in this application. While we have K-12 students in other schools, we could only provide a 90% confidence score that would be successful in the context of PA, which is below our quality bar. Hence we proceed in steps.

In terms of grade distribution, we plan to maintain a balanced enrollment across all five grades we serve. In the first year, we will aim for approximately 50 students per grade. As enrollment increases, the number of students per grade will grow proportionally. By Year 3, with a total enrollment of 1,000 students, we anticipate having about 200 students per grade. Specifically, our projections for Year 3 are 140 students in 4th grade, 200 students in 5th grade, and 220 students in each of grades 6 to 8. This distribution ensures an equitable focus across all grades, facilitating targeted learning and personalized educational support.

As with every charter school, we won't have any selectivity in admissions. Our student body will primarily include children from underserved communities within Pennsylvania. However, we'd like to deliberately state that part of our mission is to never abandon any kid. This is, unfortunately, often not the case in many charter schools, due to gamed drop-out metrics that count as transfers instead. On the contrary, our goal is to make every child successful - no matter the starting base - from start to end. The school's digital model will provide an

innovative solution to academic challenges in areas where traditional schools may struggle with overcrowding or limited resources. By leveraging AI-based technologies and committing to our core principles - students love school, students learn twice as fast, and students learn life skills - we aim to transform educational opportunities for middle schoolers throughout Pennsylvania.

Unbound Academy's office will be strategically positioned within Pennsylvania to ensure accessibility while providing a hub for online educational management and support. While the exact location is yet to be determined, we will prioritize a strategic area centrally accessible by most families when needed, to carry out operations efficiently, and possibly relevant to educational outcomes. This approach aligns with our mission to serve diverse communities and provide quality education to students who may currently be underperforming academically.

Our 2hr Learning model will aim to maximize student learning potential by providing quality education within a two-hour daily session, optimizing the learning experience. This innovative approach will not only elevate academic performance but also free up time for students to engage in activities that develop life skills and personal interests, which is an essential part of our curriculum. By offering an experience similar to one-on-one tutoring with mastery-based progression, we will ensure that each student receives personalized attention and progresses at their own pace, regardless of the growing enrollment numbers.

To support our growing student body, we will scale our staffing accordingly. In Year 1, with 250 students, we will have 3 Lead Guides and 5 Guides. By Year 2, as we reach 500 students, we will increase to 5 Lead Guides and 10 Guides. In Year 3, with 1,000 students, our staff will grow to 10 Lead Guides and 20 Guides. This staffing model ensures we maintain a guide-to-student ratio of approximately 33:1, allowing for personalized attention and support for each student.

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

Unbound Academy, a fully online charter school serving grades 4-8, will have its administrative operations based in Pennsylvania and operate statewide. The state's diverse population of approximately 12.8 million provides a rich tapestry of communities that the Academy aims to serve. Pennsylvania's landscape encompasses both urban centers like Philadelphia and Pittsburgh, as well as extensive rural areas, each presenting unique educational challenges and opportunities. Pennsylvania ranks 7th nationally in public school enrollments, with nearly 1.7 million students. Of these, approximately 90% are enrolled in public schools.

The student population Unbound Academy will serve reflects the state's diversity.

As of the 2022-2023 school year, there were 87,717 English Learners enrolled in Pennsylvania's public schools, marking a 22% increase from 2020-2021. Philadelphia has the highest concentration of ELs, with significant increases also noted in districts like Upper Darby, Central Dauphin, Norristown, and Harrisburg. Approximately 21% of students in Pennsylvania have individualized education programs (IEPs), which is among the highest rates in the nation. These statistics underscore the need for flexible, accessible educational models that can adapt to various learning needs. Unbound Academy is well-positioned to address these challenges through its innovative, personalized approach to education.

Pennsylvania's educational landscape is characterized by a mix of traditional public schools, charter schools, and an increasing number of cyber charter schools. However, the effectiveness of these educational models varies widely across the state. Urban school districts often face challenges such as overcrowded classrooms and lower passing rates in core subjects, while rural districts may struggle with teacher recruitment and retention. For example, in Pennsylvania, more than 50% of 4-graders and nearly 75% of 8-graders can't perform math at grade level. Additionally, about 50% of 4 and 8-graders are not proficient in reading. These disparities highlight the need for alternative educational options like Unbound Academy, which will offer personalized, mastery-based learning that can adapt to each student's pace and needs.

The state's technology infrastructure plays a crucial role in supporting online learning models. Pennsylvania has invested significantly in improving broadband access, particularly in rural areas, over recent years. While some pockets with limited high-speed internet remain, the overall trend is towards greater connectivity. Unbound Academy will capitalize on this infrastructure by ensuring all enrolled students have access to reliable internet and appropriate digital devices, such as laptops or tablets, to facilitate their online learning experience.

We will engage parents and guardians through regular communication and involvement in their children's educational journey to foster a strong support system, ensuring students not only succeed academically but also develop critical life skills.

Unbound Academy's innovative approach, leveraging AI-based technologies and offering an experience similar to one-on-one tutoring with mastery-based progression, is well-suited to address the diverse needs of Pennsylvania's student population. By providing quality education within a two-hour daily session, we aim to maximize student learning potential while freeing up time for students to engage in activities that develop life skills and personal interests. This model is designed to elevate academic performance and provide a comprehensive educational experience that goes beyond traditional classroom learning.

C. Provide the reason this location was selected for the administrative office. What other locations are suitable to the needs and focus of the

cyber charter school's administrative office?

Unbound Academy, as a 100% online charter school serving grades 4-8, has adopted a fully virtual administrative model, eliminating the need for a traditional physical office. This decision aligns perfectly with our mission to provide innovative, accessible education without geographic constraints. By choosing a virtual administrative setup, we can allocate resources more efficiently, reduce operational costs, and reinforce our commitment to technological innovation and environmental sustainability.

While specific alternative physical locations are not relevant due to our virtual model, it's worth noting that any potential physical space would need to meet certain criteria. These would include robust technological resources, cost-effectiveness, and seamless connectivity. For instance, we have considered using serviced office spaces, such as those offered by Regus, which provide flexible, fully-equipped workspaces that can accommodate administrative needs as they arise. The exact location is yet to be determined. We will prioritize a strategic area centrally accessible by most families, viable to carry out operations efficiently, and possibly relevant to educational outcomes.

The virtual administrative model also allows for greater flexibility in scaling our operations as we grow, without the constraints of physical office space.

By eliminating the need for a physical office, we can channel more resources directly into enhancing the educational experience for our students, truly embodying the spirit of a 21st-century online charter school.

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

Unbound Academy, as a 100% online charter school serving grades 4-8, is uniquely positioned to cater to a diverse student population across Pennsylvania. Our virtual platform allows us to reach students from urban, suburban, and rural areas, creating a rich tapestry of backgrounds and experiences within our digital classrooms.

The primary language of instruction at Unbound Academy is English. However, we recognize and value the linguistic diversity of our student body. A significant portion of our students are multilingual, with Spanish being the most common second language. To support our linguistically diverse learners, we will provide targeted language support, ensuring that all students can fully engage with our curriculum regardless of their primary language.

Our student population mirrors the socioeconomic diversity of Pennsylvania. We will serve students from various economic backgrounds, including those from households below the federal poverty level. In Pennsylvania, approximately 12.2% of students live in poverty, and our school is committed to providing equal

educational opportunities to all students, regardless of their economic circumstances. This commitment is reflected in our personalized learning approach, which allows us to address individual needs and learning paces effectively.

Unbound Academy's online model is particularly beneficial for students with unique needs or circumstances. For instance, we anticipate serving a significant number of students who require special education services. In Pennsylvania, about 14.5% of students receive special education, and our flexible, personalized approach is well-suited to accommodate these learners. Additionally, our model is ideal for gifted students or those with entrepreneurial aspirations, as it allows for accelerated learning and the pursuit of individual interests.

The diversity of our student population extends to racial and ethnic backgrounds as well. While specific percentages may vary, we expect our student body to reflect Pennsylvania's demographic makeup, which includes significant populations of White, Hispanic/Latino, Black or African American, Asian, and multiracial students.

Our 2hr Learning model and mastery-based progression system are designed to maximize learning efficiency while accommodating the varied needs and schedules of our diverse student population. This approach allows students to progress at their own pace, ensuring that each child receives the support and challenge they need to thrive academically.

In essence, Unbound Academy's student population will be characterized by its diversity in language, socioeconomic background, learning needs, and cultural heritage. Our innovative online model not only accommodates this diversity but leverages it to create a more inclusive, engaging, and effective educational experience for all students across Pennsylvania.

Explanation: Provide a description of the students to be served and the community in which the cyber charter school's office will be located.

3. District Relations/Evidence of Support

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

The founders of Unbound Academy bring their unique set of skills and have inspired confidence within their targeted community through their data-driven approach to education and proven track record. Andrew Price brings financial expertise, Stefanie Baduria contributes instructional experience, and Timothy Eyerman, an experienced charter school advocate with a background in BASIS education, further strengthens the founders' set of experience and

record of accomplishment.

With the addition of local members of the Pennsylvania community, the founding coalition has added structure and support, as well as diversification of skill to bolster its position. Christine Bazea offers expertise in higher education, Jody Jurgevich brings teaching experience, and Nicole Lombardo's marketing background extends our network. In addition to these members, Daniel Easton contributes a strong background in overall operations with his experience as an assistant principal, and Thomas "Tommo" Ovenden's passion for community impact will drive our connection with the local community further. This team's combined expertise and strategic integration of AI-driven adaptive learning software demonstrate their ability to deliver a high-quality, innovative educational experience.

LOIs were sent to 491 school districts in Pennsylvania to establish a connection between Unbound Academy and local districts. Unbound Academy presents an attractive educational alternative for students and parents, planned to attract and retain students by offering a unique blend of individualized learning and life skills development. The school's innovative 2hr Learning model, which leverages AI technology to personalize education, has been instrumental in showcasing its potential to enhance academic performance and student satisfaction. Satisfied staff is another part of a sustainable model. Teachers are also valued, get to use innovative technology, and are paid above-market rates to reflect that.

The academy's governance model facilitates transparency and accountability, with monthly public meetings to review academic performance, financial health, and operational issues. Furthermore, the school has secured an equity grant of \$0.65 million from YYYYY, LLC, demonstrating robust financial backing and proactive management.

Unbound Academy's sustainable support is further reinforced by its comprehensive professional development plan for staff, including extensive training for the Head of School and continuous coaching. The core leadership team, comprising the Board of Directors, clerks, instructional team, and service providers, ensures thorough governance, administration, and educational guidance. Collaborations with organizations such as 2hr Learning, Inc. (for the educational curriculum and technology), Crossover Markets, Inc. (for HR services), and YYYYY, LLC (for G&A), along with specialized service providers for special education, highlight the school's broad community support and involvement.

To foster open communication with local school districts, Unbound Academy implements an internal email communication system within their CDS. This system is accessible to students, staff, parents, guardians, and other stakeholders, facilitating effective, secure, and efficient communication. The academy also leverages encrypted communication platforms compliant with

data protection laws, including FERPA, to ensure secure and confidential communications related to instruction and student progress. Regular training for staff, parents, and students on security and confidentiality protocols is provided to maintain privacy and data integrity.

Unbound Academy aims to serve a diverse student population in Pennsylvania, including underserved communities and students performing both above and below grade level, further emphasizing its commitment to providing quality education to all. The school's innovative approach and commitment to personalized learning position it as a compelling alternative in the educational landscape, addressing the diverse needs of students and families across the state.

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

Unbound Academy has implemented a comprehensive strategy to notify local school districts and engage with the community about our innovative online charter school for grades 4-8. Our efforts began with direct outreach to district officials through LOIs sent to the superintendents of each school district.

In January 2025, we will launch an intensive awareness campaign utilizing various channels to reach our target audience. This campaign will include a series of virtual open houses, live Q&A sessions, and informational webinars designed to offer a comprehensive view of Unbound Academy's offerings. These events will provide an interactive platform for prospective families to learn about our curriculum, educational approach, and the benefits of our two-hour daily learning system.

Our marketing efforts will leverage social media platforms to maximize awareness. We will also utilize local newspapers and community bulletin boards to ensure widespread information dissemination. Additionally, we plan to implement a 'Virtual School Ambassador' program to effectively spread information about Unbound Academy throughout the community.

To build credibility and inspire confidence in our targeted community, we will feature testimonials and success stories from community leaders, parents, and students who have participated in our preliminary outreach activities and our schools from other states. These endorsements will reflect the positive reception of Unbound Academy's vision and educational approach within the community.

Furthermore, we are actively seeking partnerships with local homeschooling networks, libraries, and educational forums. These collaborations will not only help in spreading the word about Unbound Academy but also create a supportive ecosystem for our students. By working closely with these organizations, we aim to ensure that our educational offerings align well with local needs and that students experience a smooth transition to our online

learning model.

To maintain ongoing engagement and transparency, we will implement an open-door policy for communication with the community. Regular newsletters and social media updates will keep parents and community members well-informed about Unbound Academy's progress and achievements. Additionally, we plan to establish a parent advisory council to provide valuable insights for school governance and ensure that we continue to meet the needs of our students and families.

Our outreach efforts extend beyond digital platforms. We will distribute informational flyers through local community organizations and libraries, ensuring that information about Unbound Academy reaches a wide audience, including those who may have limited access to digital resources.

Through these extensive efforts, Unbound Academy strives to create a well-informed, engaged, and supportive community that is excited about the innovative educational opportunities we offer. Our goal is to provide an attractive educational alternative that resonates with students and parents alike, while fostering strong relationships with local school districts and community organizations. By maintaining open lines of communication and actively involving the community in our development, we aim to build a strong foundation of trust and support for our online charter school.

C. Describe the efforts that will be implemented to maintain a collaborative relationship with school districts.

Note: Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.

Unbound Academy is committed to fostering collaborative relationships with local school districts through a comprehensive approach designed to promote open communication, community engagement, and trust. We sent letters of intent to 491 superintendents and districts to begin establishing a relationship between Unbound Academy and the Pennsylvania school districts.¹ We will establish regular mechanisms for dialogue, including quarterly newsletters, bi-annual virtual forums, and scheduled meetings with district representatives. These efforts will ensure transparent, ongoing communication about our curriculum, policies, and overall progress, facilitating a continuous exchange of information that allows both Unbound Academy and the districts to address concerns and work together for the benefit of students.

To further strengthen our collaborative relationships, we will invite nominations for potential board members from the local community, ensuring majority local representation.

¹See Appendix B for sample letter of intent and list of superintendents/districts.

Nicole Lombardo will bring a strong passion for the virtual charter school model, driven by her belief in continuous education and her experience as a marketing manager in Pennsylvania. Her background in real estate and enthusiasm for entrepreneurial workshops, such as the AirBnB initiative, can help drive creative engagement with the school's offerings. Her experience as a former Division I athlete adds discipline and dedication, both of which will positively impact the school and community.

Christine Bazea, an educator with 12 years of higher education experience, offers a unique perspective as both a parent and researcher. Her belief in experiential learning, inspired by her sister's work in expeditionary education, aligns with the school's focus on LifeSkills and practical learning. She is driven by a deep understanding that current educational systems are not serving all students effectively, and she is eager to contribute to reshaping education with a solid focus on data and experiential learning.

Jody Jurgevich, with 15 years of teaching experience in early childhood and public education, is motivated by the desire for a better, more inclusive education system. She has witnessed the limitations of traditional methods and firmly believes that many students are being left behind. Currently running her own preschool, Jody values the freedom and innovation that come with operating a school, making her a strong advocate for the mission of the virtual charter school.

Daniel Perez is an Assistant Principal at Lehigh Valley Academy Charter School, where he focuses on curriculum development, teacher evaluations, and fostering a positive school environment using Restorative Practices and International Baccalaureate programming. He has held various roles in school leadership, including as Climate Manager at Building 21 High School and Assistant Principal at Pottstown Middle School. His experience spans instructional improvement, social-emotional learning, and student discipline. Daniel holds a Bachelor's degree in Physical Education and Exercise Science, a Master's in Teaching Students with Disabilities, and an M.S. in Educational Leadership from Niagara University.

Thomas Ovenden, known as "Tommo," is the founder and Director of Steel City FC, a youth soccer club that he grew from 65 to 1,500 players. He has extensive experience in soccer development, entrepreneurship, and community engagement, having also served as Director of Pittsburgh Hotspurs SC. Tommo holds a B.Sc. in Sport Science from Liverpool John Moores University and is UEFA B licensed. His passion for youth sports and community impact has driven his leadership in soccer program expansion and development across multiple organizations.

Board members represent a geographic and diverse set of backgrounds coming from different parts of Pennsylvania. This approach will inspire confidence and involve the community directly in our governance structure. Our board will

emphasize oversight, ethical integrity, and continuous improvement, ensuring the school's sustainability and community support. Board meetings will be conducted in accordance with public meeting requirements, ensuring all stakeholders are informed and involved in our journey.

Community engagement is central to our mission of inspiring confidence and garnering broad-based support. We will host a series of outreach initiatives, including monthly virtual open houses and community events. These events will serve as platforms for potential families to learn about our unique educational model while providing stakeholders an opportunity to voice their opinions and build trust. Informational sessions will detail the advantages of our approach, such as the 2hr Learning model and the use of AI-based technologies.

Unbound Academy offers a compelling educational alternative that goes beyond traditional schooling methods. Our 2hr Learning model aims to provide quality education within a two-hour daily session, enhancing academic performance and freeing time for students to pursue personal interests and life skills development. This model, combined with our one-on-one tutoring approach and mastery-based progression, ensures a personalized learning experience akin to the most effective instructional methods. The integration of AI technologies in our curriculum facilitates a more engaging and adaptive learning environment, tailored to each student's unique needs and abilities.

To demonstrate community support, we have proactively sought and obtained letters of intent from various community leaders and organizations. These letters, which will be attached to our application, showcase a solid base of endorsement that extends well beyond our founding group. This widespread enthusiasm underscores the trust and excitement that the community holds for Unbound Academy's innovative approach to education.

Our commitment to transparency will further solidify this trust. We will make governance documents, meeting minutes, and performance reports publicly available on our website. We will also establish feedback channels allowing parents, students, and community members to raise concerns and provide input, which our board will critically review for continuous improvement.

Additionally, we will form strategic partnerships with local educational institutions, private businesses, and community organizations to enhance our educational programs and share resources. Annual surveys will be conducted to gather feedback from parents, students, and staff, guiding our continuous improvement efforts.

By implementing these strategies, Unbound Academy embodies a holistic approach to creating a supportive and collaborative educational environment that benefits not only the students but also the wider community. Our goal is to inspire confidence through transparency and active community involvement, ensuring that our breadth of community support extends far beyond our core group of

founders.

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

Unbound Academy's proposed cyber charter school has garnered substantial support from various community segments, as evidenced by our comprehensive midpoint survey data and parent testimonials from our affiliated private schools.

Our survey results reveal high levels of satisfaction among parents, with many expressing confidence in Unbound Academy's ability to provide a unique and effective educational alternative. Parents have consistently praised the school's focus on life skills development, emotional support, and academic progress. Specific feedback highlights the mastery of skills such as public speaking, financial literacy, goal setting, and resilience - areas often overlooked in traditional educational settings.

The survey data indicates that Unbound Academy inspires confidence in our targeted community. Many parents report significant improvements in their children's emotional growth, confidence, and motivation. The dedication and support of our guides have been particularly praised, with parents noting the positive impact on their children's overall well-being and academic engagement. One parent commented, "My child has gained skills that traditional schools failed to instill," while another noted, "The mentorship and guidance my child receives are unparalleled."

Parents have also commended the school's innovative approaches, such as the finance education workshop and events like Gala Night, which provide unique learning experiences. These testimonials underscore the community's recognition of Unbound Academy as a robust and attractive educational option. The transparent and effective communication from Unbound Academy's leadership, particularly from roles such as the Dean of Parents, has been acknowledged as a significant strength by our community.

To foster open communications with local school districts, we have initiated interactions to align Unbound Academy's program with community educational needs. This proactive approach reflects our commitment to being a collaborative partner in the local education ecosystem. We will continue to engage with local districts to ensure our program complements and enhances the educational landscape in Pennsylvania.

The breadth of community support is further evidenced by the fact that many parents have recommended Unbound Academy to others, indicating a growing network of advocates for our educational model. The high levels of satisfaction

with our innovative approach, mentoring relationships, and focus on life skills development demonstrate that we have successfully created an educational program that resonates with the community's needs and aspirations.

This engagement signifies a dynamic and committed community willing to participate actively in the school's development. Parents have provided constructive feedback on areas needing improvement, such as incorporating more physical activities and balancing academic burdens at home. This open dialogue has not only fostered trust but also allowed for continuous refinement of our program.

As we move forward, we will continue to engage with the community, seek feedback, and refine our program. We are committed to maintaining open lines of communication, fostering new partnerships, and ensuring that Unbound Academy remains a highly attractive and effective educational option for Pennsylvania students in grades 4-8. The substantial community backing we have received thus far serves as a strong foundation for the future success of our cyber charter school.

Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents; and evidence that the breadth of community support extends beyond the core group of founders.

III. GOVERNANCE

1. Profile of Founding Coalition

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

The founding coalition of Unbound Academy consists of eight dedicated professionals from Pennsylvania and Texas, led by chairman Timothy Eyerman². United by a shared commitment to innovative, personalized online education, the group combines expertise in school administration, curriculum development, business management, and community engagement. With five members based in Pennsylvania and three affiliated with 2hr Learning in Texas, the coalition brings a wealth of experience from both education and industry. Together, they are focused on establishing a high-quality virtual charter school that will serve students across Pennsylvania.

Daniel Perez (Easton, PA): Daniel Perez is an Assistant Principal at Lehigh Valley Academy Charter School, where he focuses on curriculum development, teacher evaluations, and fostering a positive school environment using Restorative Practices and International Baccalaureate programming. He has held various roles in school leadership, including as Climate Manager at Building 21 High School and Assistant Principal at Pottstown Middle School. His experience spans instructional improvement, social-emotional learning, and student discipline. Daniel holds a Bachelor's degree in Physical Education and Exercise Science, a Master's in Teaching Students with Disabilities, and an M.S. in Educational Leadership from Niagara University.

Nicole Lombardo (Bensalem, PA): Nicole Lombardo is a Senior Growth Manager at USHealthConnect, ReachMD, specializing in healthcare marketing with a focus on leveraging AI-driven solutions and strategic partnerships. She has over a decade of experience in marketing, including roles as Marketing Manager for Oncology at USHealthConnect and Brand Marketing Specialist at Comcast. Nicole holds a BA in Strategic Communication from American University, where she was a Division 1 athlete. Her expertise lies in optimizing user engagement, driving business growth, and managing cross-industry partnerships.

Jody Jurgevich (Boswell, PA): Jody Jurgevich is the Director of Trinity Lutheran Child Care and Learning Center, where she oversees the center's operations, curriculum, and staff. She has a background in early childhood education, having worked as a preschool teacher and substitute teacher. Her focus is on creating nurturing learning environments and maintaining strong relationships with parents and the community. Jody holds a Bachelor's degree in Early Childhood Education from Harding University and has additional training in Child and

² See Appendix C for Founding Coalition Member resumes.

Adolescent Psychology from the Chicago School of Psychology.

Thomas "Tommo" Ovenden (Pittsburgh, PA): Thomas Ovenden, known as "Tommo," is the founder and Director of Steel City FC, a youth soccer club that he grew from 65 to 1,500 players. He has extensive experience in soccer development, entrepreneurship, and community engagement, having also served as Director of Pittsburgh Hotspurs SC. Tommo holds a B.Sc. in Sport Science from Liverpool John Moores University and is UEFA B licensed. His passion for youth sports and community impact has driven his leadership in soccer program expansion and development across multiple organizations.

Christine Baeza (Malvern, PA): Christine Baeza is an academic leader with over 25 years of experience in fashion design and merchandising education. She currently serves as Associate Program Director and Assistant Teaching Professor at Drexel University, where she leads curriculum development and strategic initiatives in fashion industry education. Previously, she held leadership roles at Thomas Jefferson University and Immaculata University. Christine holds an MLD in Leadership Development from Penn State University and a BS in Fashion and Textile Design from Philadelphia University, with a strong focus on sustainability and interdisciplinary projects.

Timothy Eyerman (Austin, TX): Timothy Eyerman is currently Dean of Parents at Alpha in Austin, Texas, where he supports families and facilitates communication across the school network. Prior to this, he served as Principal at Copper Ridge School in Scottsdale, Arizona, and held leadership roles at BASIS.ed, where he opened and managed multiple charter schools. Timothy has a Bachelor's degree in History and Latin from Allegheny College, two Master's degrees in Education, and is pursuing an EdD in Leadership and Innovation at Arizona State University. His extensive experience spans classroom instruction, school leadership, and advocacy.

Stefanie Baduria (Austin, TX): Stefanie Baduria is the Director of K-8 at Alpha in Austin, Texas, where she leads educational programs and manages school operations. With experience as a Campus Director and Launch Lead at Alpha, and as Director of Education for LA Galaxy, Stefanie has a strong background in educational leadership. She holds a Doctor of Education in Educational Leadership from the University of Southern California, a Master of Arts in Child and Adolescent Literacy from Loyola Marymount University, and is currently pursuing an MBA at Southern New Hampshire University. Stefanie is dedicated to advancing educational outcomes and fostering student engagement.

Andrew Price (Texas, USA): Andrew Price is a Chief Financial Officer with over 12 years of experience leading finance operations for a multinational software group. His expertise includes mergers and acquisitions, corporate strategy, revenue management, and intellectual property protection. Andrew has also served on the boards of technology companies listed on the Paris and Toronto Stock Exchanges. Before transitioning into finance, he worked as a software

developer and product manager. Andrew holds a B.A. in Computer Science and a B.S. in Electrical Engineering from Rice University, blending technical expertise with corporate finance leadership.

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.

Unbound Academy's founding group came together through a shared commitment to introducing AI-driven personalized learning to Pennsylvania using the 2hr Learning model. Timothy Eyerman, Stefanie Baduria, and Andrew Price, key figures in the design and management of the 2hr Learning system, were approached by a group of Pennsylvania residents eager to implement this innovative model in a local cyber charter school. United by their goal of providing an engaging and personalized online education for students in grades 4-8, the group is focused on creating a school that accelerates academic progress and fosters essential life skills.

In support of its operations, Unbound Academy will collaborate with 2hr Learning, Inc. to deliver its adaptive learning platform, while Trilogy Enterprises will manage financial services, and Crossover Markets, Inc. will assist with recruiting qualified virtual educators. Andrew Price's involvement with a Boys & Girls Club in Texas, where he helped support the operations of the club's affiliated charter school, may inspire similar community partnerships in Pennsylvania, offering mentorship and real-world learning opportunities.

The school is also exploring partnerships with local libraries, sports centers, and nonprofits to further enrich students' learning. To ensure ongoing community involvement, Unbound Academy plans virtual open houses and will establish an advisory council of parents and community stakeholders to guide its planning and operations.

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

Unbound Academy's recruitment efforts are currently focused on completing its Board of Trustees, which will serve as the governing body responsible for the school's strategic direction and oversight. With five Pennsylvania residents already in place as founding trustees, the academy is actively seeking two additional board members to bring the total to seven, with at least one more expected to be appointed by the end of the year.

All trustees will be Pennsylvania residents and fully independent of any vendors providing services to the school, such as 2hr Learning, Trilogy Enterprises, and Crossover Markets. This ensures the board maintains

impartial oversight and makes decisions in the best interest of the school and its students, free from potential conflicts of interest. The recruitment process is designed to attract individuals with expertise in areas such as governance, technology, legal compliance, finance, and education, strengthening the board's ability to guide the school through its growth and development.

Each prospective trustee will undergo a thorough screening process, including background checks, to ensure they meet the highest standards of professionalism and integrity. Once selected, trustees will participate in a comprehensive induction program covering their roles and responsibilities, the school's operational structure, legal obligations, and Unbound Academy's innovative 2hr Learning system.

The Board of Trustees will play a pivotal role in governance, including policy decision-making, financial oversight, and ensuring the school meets or exceeds state educational standards. Trustees will shape the school's strategic direction, foster accountability, and ensure alignment with Unbound Academy's mission of providing a personalized, transformative learning experience.

In addition to building an independent board, Unbound Academy is committed to forming partnerships with local businesses, community organizations, and nonprofits to enrich students' educational experiences through mentorship opportunities, life skills workshops, and community-based projects. By assembling a diverse and skilled board, Unbound Academy is ensuring it has the leadership and expertise needed to operate effectively and sustainably as the school grows.

2. Governance

A. Describe the proposed management organization of the cyber charter school, including the following requirements:

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

- **School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year.)**
- **Adopting textbooks**
- **Appointing or dismissing charter school administrators**
- **Adopting the annual budget**
- **Purchasing or selling of land**
- **Locating new buildings or changing the locations of old ones**

- **Creating or increasing any indebtedness**
- **Adopting courses of study**
- **Designating depositories for school funds**
- **Entering into contracts of any kind where the amount involved exceeds \$200**
- **Fixing salaries or compensation of administrators, teachers, or other employees of the cyber charter school.**
- **Entering into contracts with and making appropriations to an intermediate unit, school district or Career and Technical Center for the cyber charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.**

Unbound Academy's management structure is designed to ensure robust governance, accountability, and alignment with the school's mission to provide high-quality online education for students in grades 4-8. At the center of this structure is the Board of Trustees, which serves as the governing body of the school. The Board will be composed of between five and seven voting members, as outlined in Section 5.3 of the bylaws. Trustees will be residents of Pennsylvania, committed to overseeing all major decisions that affect the school's operations, finances, and educational programs.

The Board of Trustees will exercise its authority through a majority vote on key matters, ensuring full transparency and careful documentation of each decision. This voting process applies to a broad range of actions, including setting the school calendar, adopting textbooks, appointing or dismissing administrators, and approving the school's annual budget. Each vote will be recorded to provide a clear record of decision-making. This not only promotes transparency but ensures that all decisions are made in accordance with state requirements.

One of the Board's key responsibilities is to approve the school calendar, which must include at least 900 hours or 180 days of instruction for elementary students (grades 4-6) and 990 hours or 180 days for secondary students (grades 7-8), in accordance with Pennsylvania law. Classes will not be held on Saturdays, Sundays, or major holidays such as the Fourth of July, Memorial Day, Thanksgiving, Christmas, and New Year's Day.

Beyond scheduling, the Board will oversee other essential aspects of school management. This includes adopting and approving courses of study, selecting textbooks that align with the school's educational model, and ensuring that all financial matters are handled responsibly. The Board is charged with approving the annual budget, which will reflect the school's financial needs, including technology infrastructure, curriculum resources, and staff salaries. Any decision to purchase or sell property, create new debt, or enter into contracts exceeding \$200 in value must also receive majority approval from the Board.

The Board's duties are laid out comprehensively in the school's bylaws, particularly Section 5.18, which outlines the Board's responsibility for significant operational decisions. Hiring or dismissal of the Head of School or other key administrators must be approved by a majority vote, ensuring that leadership decisions reflect the collective judgment of the trustees. Furthermore, the Board is responsible for

designating depositories for school funds, ensuring that financial transactions are conducted with integrity and security.

The Head of School plays a critical role in managing the day-to-day operations of Unbound Academy, while the Board provides high-level oversight. The Head of School will be responsible for implementing the policies set by the Board, managing staff (including Guides, who are the school's teachers), and overseeing instructional programs to ensure they meet state standards and the school's academic goals. This includes supervising student recruitment, monitoring student progress, handling disciplinary matters, and ensuring compliance with state and federal regulations. The Head of School will also manage relationships with external service providers, such as those delivering special education services, ensuring that these partners meet the academy's operational and educational standards.

While the Board oversees the broader strategic direction of the school, it works closely with the Head of School to ensure that day-to-day management aligns with the school's mission. The Head of School regularly reports to the Board on academic progress, staff performance, and operational challenges, enabling the trustees to make informed decisions about the school's future. This partnership ensures that the operational execution of school policies is smooth and that the long-term strategic goals remain on track.

The Board will also enter into contracts for essential services that support the school's operations and educational goals. For example, the school will engage with external service providers such as 2hr Learning for curriculum resources and Trilogy Enterprises for administrative services only after thorough consideration by the trustees. The decision to enter into such contracts, particularly when they involve significant financial commitments, will be made through the majority vote process, ensuring that the school's resources are managed prudently.

In addition to these responsibilities, the Board will ensure compliance with Pennsylvania's legal and ethical standards. All trustees must complete state-mandated training in governance and ethical responsibilities within their first year of service, with ongoing training required at five-year intervals. The Board will also adhere to the Pennsylvania Sunshine Act, which requires that meetings be open to the public, with minutes and agendas posted online to ensure transparency in decision-making.

The Board's governance will also involve active oversight of the school's instructional programs. Trustees will work closely with the Head of School to ensure that the curriculum is effective and that students are meeting Pennsylvania academic standards. Regular reviews of student progress, school performance, and strategic planning will be conducted, with a focus on continuous improvement and alignment with Unbound Academy's mission. Through this process, the Board will ensure that the school remains accountable to both its educational objectives and its broader community of students, parents, and staff.

By maintaining clear roles, responsibilities, and decision-making processes, Unbound Academy's Board of Trustees will provide a strong foundation for the school's governance. This structure ensures that the school's operations are transparent, financially sound, and responsive to the needs of its students and the

community at large. Through its thoughtful and accountable management, the Board will guide Unbound Academy toward its goal of providing an exceptional online learning experience for middle school students across Pennsylvania.

B. Describe the selection process for the Board of Trustees.

The selection process for the Board of Trustees at Unbound Academy is designed to produce a diverse and skilled group of individuals who are deeply committed to our mission of providing high-quality online education to students in grades 4-8. All trustees will be residents of Pennsylvania, in line with state requirements.

To ensure a strong and effective Board, potential candidates are identified through nominations from current Board members, the school community, and external sources. The selection committee, composed of current trustees, reviews these nominations and evaluates candidates based on their expertise, leadership experience, and commitment to Unbound Academy's mission. We look for individuals with backgrounds in areas like education, finance, and technology—fields critical to overseeing the school's unique needs as a fully online institution.

Shortlisted candidates are invited for interviews, where they are assessed on their understanding of the school's goals and how they would contribute to its governance. These interviews often include real-world scenarios to gauge how candidates would handle the challenges of running an innovative virtual school. As part of the formal screening process, all candidates will undergo background checks to ensure they meet the ethical and legal standards required for service on the Board.

Once the selection committee has finalized its recommendations, the candidates are presented to the full Board of Trustees for a vote. A majority vote confirms the appointment, ensuring a democratic and transparent process. Upon appointment, trustees will take an oath of office, affirming their commitment to fulfilling their duties with integrity and in accordance with state laws.

In compliance with Pennsylvania Charter School Law, the Board will also include a parent representative, providing a vital perspective on decisions that directly impact our students and their families.

New trustees will participate in a comprehensive orientation that covers their roles and responsibilities, the legal framework governing charter schools, and Unbound Academy's specific governance needs. They will also be instructed on their obligations as public officials, including the requirement to file Statements of Financial Interest and comply with the Pennsylvania Public Official and Employee Ethics Act. As required by state law, all trustees will complete governance training during their first year of service, and ongoing development opportunities will help them stay informed about trends in online education and best practices in school governance.

Trustees serve three-year terms, as outlined in the bylaws, with the possibility of re-election. To encourage fresh perspectives and maintain a dynamic Board, trustees may serve a maximum of two consecutive terms. They will not receive any compensation for their service, apart from reimbursement for reasonable expenses

related to their duties.

C. Describe the steps that will be taken to maintain continuity between the founding coalition’s vision and the Board of Trustees.

Unbound Academy will ensure that the founding coalition’s vision for the school remains at the heart of its governance as it transitions to a formal Board of Trustees. To maintain this continuity, the five local members of the founding coalition—Daniel Perez, Nicole Lombardo, Jody Jurgevich, Thomas Ovenden, and Christine Baeza—will continue their involvement by serving as trustees once the charter is approved. As Pennsylvania residents, they will provide consistency in leadership, ensuring that the original goals of the school are upheld throughout its early years of operation.

The founding members’ vision for Unbound Academy centers on creating a personalized, engaging learning experience through the innovative use of online education. By having these five individuals transition to the Board of Trustees, the school preserves the connection to that vision, allowing the academy’s core values—accelerated learning, life skills development, and fostering a love of learning—to remain embedded in the school’s strategic decisions and operations.

Additionally, the recruitment process for the remaining trustees has been designed to align closely with the original vision of the founding coalition. The process emphasizes selecting individuals who are passionate about educational innovation and share the academy’s commitment to providing a transformative virtual learning experience for students in grades 4-8. Each prospective trustee will undergo careful screening and selection to ensure their values and beliefs are consistent with the school’s mission and educational philosophy.

Moreover, the founding coalition strongly believes in maintaining the independence of the Board of Trustees. Therefore, none of the founding members affiliated with 2hr Learning, Trilogy Enterprises, or Crossover Markets will serve as trustees. This separation ensures that the board can provide impartial oversight and make decisions that are in the best interest of the school and its students, without any potential conflicts of interest. The independent board will be tasked with sustaining the school’s commitment to high academic standards and operational transparency, while ensuring the original vision continues to guide the academy’s development.

Once in place, all trustees will participate in an induction process that not only educates them on their legal responsibilities and governance roles but also immerses them in the founding vision of the school. Through this training, trustees will gain a deep understanding of the school’s mission, the personalized online learning approach, and the values that underpin Unbound Academy’s educational philosophy. This will enable the trustees to make decisions that

align with the long-term goals of the school.

By ensuring a thoughtful and deliberate transition from the founding coalition to the Board of Trustees, Unbound Academy is poised to maintain the integrity of its founding vision while allowing for independent governance. This approach ensures that the board will effectively guide the school's growth and uphold its commitment to providing an innovative, high-quality online education to students across Pennsylvania.

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

The Board of Trustees at Unbound Academy holds the ultimate responsibility for the governance and strategic oversight of the school. Its primary role is to ensure that the academy's operations and educational programs are aligned with its mission and meet the standards required by Pennsylvania law. The Board, which will consist of five to seven voting members, is responsible for making high-level decisions that shape the direction and success of the school.

One of the Board's core responsibilities is governance and policymaking. The trustees will approve all major policies related to curriculum, school culture, and student services. This includes the adoption of the school calendar, textbooks, and courses of study. They will work closely with the Head of School to ensure that all policies are implemented effectively and that the school's day-to-day operations reflect its broader educational goals.

The Board also holds significant financial responsibilities. Trustees are responsible for adopting and approving the annual budget, ensuring that the school's resources are allocated efficiently to support instructional programs, technology infrastructure, and staff salaries. The Board will review and approve financial transactions, including contracts exceeding \$200 and any decisions to create new debt or acquire property. In addition, the trustees will designate depositories for school funds, ensuring financial integrity and compliance with state requirements.

Another important aspect of the Board's role is oversight of the Head of School. The Board appoints the Head of School and is responsible for evaluating their performance to ensure that the school's leadership is strong, effective, and aligned with the academy's mission. If necessary, the Board has the authority to dismiss the Head of School and other senior administrators. Trustees will also review regular reports on student performance, teacher effectiveness, and overall school operations to ensure that the school remains on track to achieve its academic and operational goals.

The Board of Trustees is also tasked with ensuring compliance with legal and ethical standards. Trustees must complete state-mandated governance training within their first year of service, and they are responsible for filing Statements of Financial Interest each year, as required by Pennsylvania's Public Official and Employee Ethics Act. Additionally, the Board will adopt and enforce a conflict-of-interest policy to ensure that all decisions are made in the best interest of the school.

Trustees will participate in regular meetings that are open to the public, adhering to the Pennsylvania Sunshine Act, which requires transparency in decision-making

processes. These meetings will include discussions on the strategic direction of the school, financial matters, and academic performance. The Board will maintain a clear record of votes on all major decisions, ensuring that governance remains accountable to the school community.

Through these various roles, the Board of Trustees will provide the strategic guidance and oversight necessary to ensure that Unbound Academy delivers on its mission to provide an exceptional online learning experience for students across Pennsylvania.

E. Describe the steps that will be taken to facilitate a productive relationship between administrators and teachers.

At Unbound Academy, fostering a productive relationship between administrators and Guides is key to achieving our mission of providing personalized and effective online education for students in grades 4-8. The governance structure promotes open communication, collaboration, and accountability, ensuring that administrators and Guides work together toward common educational goals.

The Board of Trustees plays a strategic role in overseeing the school's direction by setting policies, approving the budget, and ensuring that resources align with Unbound Academy's mission. However, it is the Head of School, who operates like a superintendent and principal, who bridges the gap between strategic decisions and their day-to-day implementation. The Head of School is responsible for overseeing all aspects of school operations and instructional leadership, ensuring that the Guides can focus on delivering high-quality education while receiving the support they need.

A critical component of this productive relationship is the emphasis on ongoing communication. The Head of School, supported by administrative staff known as clerks, will hold regular meetings with Guides to discuss instructional strategies, curriculum updates, and address any challenges that arise. These meetings provide an open forum for Guides to share insights about their experiences in the virtual classroom, enabling administrators to make informed adjustments to policies, resources, or curriculum as needed. Additionally, direct lines of communication between Guides and the administration will remain open, encouraging a culture where feedback is regularly solicited and incorporated into decision-making.

The role of Lead Guides is essential in providing mentorship and guidance to other Guides, though they do not have supervisory responsibilities. Lead Guides will offer advice and share best practices, fostering an environment of peer collaboration and professional growth. This advisory role helps promote continuous improvement in

instructional methods while allowing Guides to benefit from the experience of their peers. Through this mentoring, the focus remains on enhancing teaching effectiveness and supporting the personalized, mastery-based learning model.

Unbound Academy will also implement ongoing monitoring and evaluation systems to assess the effectiveness of teaching methods. The Head of School will work closely with Guides to use real-time data, gathered through the school's AI-based learning platform, to track student progress and adjust instructional strategies as needed. These data-driven insights enable both administrators and Guides to respond quickly to student needs, ensuring that instructional practices are continuously refined to maximize student learning outcomes. The Head of School will provide feedback based on these evaluations, helping Guides make necessary adaptations to their teaching approaches while maintaining a supportive and collaborative relationship.

Professional development is another key element in fostering a productive relationship between administrators and Guides. Unbound Academy is committed to offering ongoing training opportunities to ensure that Guides are equipped with the latest online teaching practices and educational technologies. Regular workshops, webinars, and collaborative sessions will focus on topics such as effective online pedagogy, use of AI-driven tools, and best practices for engaging students in a virtual environment. These professional development opportunities will be tailored to meet the evolving needs of Guides and will reinforce the school's commitment to continuous improvement.

Financial transparency and collaboration around resource allocation further strengthen the relationship between administrators and Guides. The Head of School will involve Guides in discussions about budgetary priorities, particularly regarding instructional materials and technology. This approach ensures that financial decisions are made with a clear understanding of how resources will directly impact the classroom, fostering trust and alignment between administrative decisions and educational outcomes.

By focusing on open communication, real-time data monitoring, continuous professional development, and collaborative decision-making, Unbound Academy will create an environment where administrators and Guides can work together effectively. This collaborative structure ensures that both groups are aligned in their efforts to provide a personalized, effective education, supporting Unbound Academy's core values of fostering a love of learning, accelerating academic progress, and developing essential life skills in students.

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

Unbound Academy is committed to fostering a governance model that promotes meaningful parental and student involvement, where appropriate, in decision-making processes. This commitment aligns with our mission to provide high-quality, personalized online education for students in grades 4-8.

Central to our governance structure is the Board of Trustees, which will consist of 5 to 7 voting members, all of whom are Pennsylvania residents, as required by state law. In compliance with Pennsylvania charter school law, one of these members will be a parent representative. The inclusion of a parent trustee ensures that parents have a direct voice in high-level decision-making and that family perspectives are incorporated into the strategic oversight of the school. The Board of Trustees is responsible for overseeing the school's mission, approving policies, setting the budget, and ensuring that the school remains financially and operationally sound.

Parental involvement is further encouraged through structured, ongoing communication with school leadership. The Head of School, who manages the daily operations and ensures that Board policies are implemented effectively, will maintain regular contact with parents to gather feedback and address concerns. Parents are encouraged to engage with the Head of School and administrative staff through various channels, such as direct communication and parent meetings, allowing their insights to be incorporated into school operations and improvements where appropriate.

In addition to the parent representative on the Board, parents and guardians will be able to participate in advisory roles and provide input on key aspects of their children's educational experience. This input will inform decisions on topics such as instructional methods, curriculum adjustments, and resource allocation. Unbound Academy will create open forums for feedback, including opportunities for parents to raise concerns or suggestions that can be reviewed by the administration and the Board of Trustees. This collaborative approach ensures that parental perspectives are valued and integrated into decision-making processes that affect the broader school community.

Student involvement in decision-making at Unbound Academy will occur primarily through their participation in personalized learning pathways. The Head of School, working closely with Guides (our teachers), will use real-time data on student performance to identify challenges and develop individualized intervention plans where necessary. Students will play an active role in shaping their learning experiences by providing feedback on

their progress, helping Guides and administrators adjust educational strategies to better meet their needs. While students may not be directly involved in high-level governance decisions, their input on their personal learning experience ensures that the school's educational approach remains student-centered and responsive.

In terms of transparency, Unbound Academy is committed to making key governance documents, including meeting minutes and performance reports, accessible to the public. This transparency fosters trust between the school and its stakeholders, including parents and students.

Governance decisions will be made in accordance with Pennsylvania's Sunshine Act, ensuring that the community has access to important information about the school's operations.

By including a parent representative on the Board of Trustees, actively seeking parental feedback, and involving students in shaping their educational journeys, Unbound Academy ensures that the voices of families and students are heard and considered in appropriate decision-making processes. This collaborative and inclusive governance model supports the school's mission of delivering personalized, high-quality online education that fosters a love of learning and accelerates student progress.

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

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

the by- laws.

The Bylaws of Unbound Academy (PA) Charter School Inc. contain key provisions designed to ensure the ethical and effective governance of the school. One of these provisions addresses the potential “failure to organize or neglect of duty” by members of the Board of Trustees. Section 5.10 outlines the process for removing a trustee who fails to fulfill their duties. Trustees may be removed for cause, including neglect of duty, such as repeated failure to attend Board meetings or failure to perform their fiduciary responsibilities. The Board can initiate the removal of a trustee by a majority vote, ensuring that any trustee who is not upholding their obligations can be appropriately replaced.

The Bylaws also include important conflict-of-interest provisions. While the Bylaws themselves are not the conflict-of-interest policy, Section 5.13 requires the Board to adopt and enforce a comprehensive conflict-of-interest and anti-nepotism policy. This policy will ensure that no trustee may engage in any business transaction with the school, be employed by the school, or receive compensation for services rendered to the school, other than for the reimbursement of reasonable expenses. This provision safeguards the integrity of the Board and prevents any conflict between trustees’ personal interests and their duties to the school.

The Bylaws establish the role of Treasurer, with specific responsibilities outlined in Section 6.5. The Treasurer is responsible for receiving all funds—whether from local, state, federal, or private sources—and overseeing the disbursement of these funds. Payments must be authorized by the Board and signed by the President or Vice President. However, the Treasurer is allowed to make payments on contracts previously approved by the Board without requiring separate approval for each payment, particularly in cases where prompt payment would result in a financial advantage for the school.

The Bylaws also include provisions for the dismissal of employees, as required by law. Section 5.19 sets forth the basic rules governing employee dismissal, which include providing employees with notice of the reasons for dismissal and an opportunity to be heard by the Board of Trustees before any final decision is made. While these rules are not a comprehensive policy, they ensure that the school will adhere to fair and transparent procedures in line with due process requirements under the Pennsylvania Charter School Law and other applicable laws.

With this submission, we are enclosing the following documents as part of our application: the Articles of Incorporation³, the Bylaws⁴, a Funding Commitment Letter from YYYYY, LLC⁵, and proposed contracts⁶ with 2hr Learning, Inc., Trilogy Enterprises, Inc., and Crossover Markets, Inc.

H. Submit board members’ names, addresses, phone numbers and resumes.⁷

Name	Board Position	Address	Phone Number
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³ See Appendix D for Articles of Incorporation.

⁴ See Appendix E for Bylaws.

⁵ See Appendix F for YYYYY, LLC Funding Commitment Letter.

⁶ See Appendix G for proposed contracts.

⁷ See Appendix C for board member resumes.

Daniel Perez	Trustee	Easton, PA	917-375-5607
Nicole Lombardo	Trustee	Bensalem, PA	215-586-1193
Jody Jurgevich	Trustee	Boswell, PA	814-233-5341
Thomas Ovenden	Trustee	Pittsburgh, PA	412-874-0377
Christine Baeza	Trustee	Malvern, PA	610-529-5524

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

The school will not engage a management organization.

IV. FINANCE AND FACILITY

1. Financing:

A. Develop a preliminary startup and operating budget. Using the [Pennsylvania Department of Education budget templates](#), draft a preliminary operating budget that is balanced and covers all projected sources of revenue, both public and private, and planned expenditures.

Downloadable spreadsheet: [PA Cyber Charter Budget Static 1.0.xlsx](#)⁸

B. Explain how the cyber charter school arrived at revenue or expenditure estimates. Include information as to startup revenue and demonstrate how the school will fund operations prior to the receipt of recurring operating revenue.

Start-Up Budget:

- The Startup will begin 1 Jan 2025 to 1 Jul 2025:
- Unbound Academy (PA), Inc. has secured \$650,000 from a private donation from YYYYY, LLC. We do not expect to require any other funding sources.
- At the end of the Start-up period, Unbound Academy has made a ~\$5,500 surplus.
- Administration, Instruction, & Support Expenditures:
 - Salaries:
 - Head of School: One Head of School assuming 3 months of pre-operational costs, totaling \$37,500
 - Senior Teachers (Lead Guides): 3 assuming 3 months of pre-operational costs, totaling \$75,000
 - Clerical Staff: 1 Clerk assuming 2 months of pre-operational costs, totaling \$15,000
 - Teachers (Guides): 5 assuming 2 months of pre-operational costs, totaling \$50,000

⁸ See Appendix H to review the budget sheet.

- Employee Benefits: 5.25% of total salaries, totaling \$9,300
- Employee Insurance: \$6500 per employee, totaling \$13,500
- Retirement Plan: 10% of total salaries, totaling \$17,800
- Disability: \$322 per employee, totaling \$700
- Medicare: 1.45% of total salaries, totaling \$2,600
- Social Security: 6.2% of total salaries, totaling \$11,000
- Office Supplies (Paper, Postage, etc.): \$35 per pre-operational year person, during the start-up period, totaling \$70
- Membership Dues, Registrations, & Travel: \$1,000 per pre-operational month, totaling \$11,000. They consist of:
 - Professional Organizations Memberships: \$150 per 10 staff members, totaling \$1,500
 - Registrations - Professional Development and Conferences: \$400 per staff 10 members, totaling \$4,000
 - Travel - Conference Travel (airfare, lodging, per diem): \$300 per staff 10 members, totaling \$3,000 - Local Travel (mileage reimbursement): \$150 per staff 10 members, totaling \$1,500
 - Certification Exams: PA Certification Fees: \$60 per exam. Required Exams per Teacher: 2. With 8 teachers, totaling \$1,000
 - Miscellaneous: \$40
- Operations & Maintenance Expenditures:
 - Marketing student acquisition cost for Year is \$1,000/student, totaling \$350,000
 - Building Lease of Regus-style office at \$500 per month per minimum occupant needed staff members, totaling \$6,000
 - Liability Insurance: annually \$31,200 calculated on the months of the budget period, totaling \$15,600
 - Phone/Communications/Internet Connectivity: \$40 per month per employee
 - Office Technology Equipment: \$1,500 per staff member.

Revenue Calculation:

We calculated local revenues using the 2021-2022 statewide average rates, as published on the PDE's website. We reduced it by 5% to account for any number of scenarios including, but not limited to, a statewide reduction in education funding generally, charter school funding, or cyber charter school funding specifically. The rates used in the Budget are lower than the 2021-2022 rates weighted by district enrollment, per the PDE's published data. If this funding reduction does not materialize, the Board will amend its budget and likely increase Special Education instruction-related expenditures and its financial reserve. Future years of operation are conservatively budgeted assuming the same rate. This gives $\$13,347 - 5\% = \$12,679$ per student.

Budgeted funding is based on 94% eligibility, resulting in budgeted funding of 470, 941, and 1410 students respectively. Our revenue calculations assume that 94% of the enrolled students will qualify for state funding. State funds are received only when students meet minimum attendance and eligibility criteria, which can vary due to external factors beyond our control. 94% is consistent with nationwide averages for virtual schools as well as other PA charter applicants.

While the School intends to apply for and receive federal funding, federal revenues were not

included in this budget. As there is no guarantee of receipt of such funding we use a conservative per student rate assumption to demonstrate the ability for the School to sustain operations absent federal support.

3 Year Operational Budget:

- Year 1 we will have 500 students, Year 2 we will have 1000 students, Year 3 we will have 1500 students, Year 4 will have 2000 students, and Year 5 will have 2500 students.
- Budgeted funding is based on 94% eligibility and FTE, resulting in budgeted funding of 470, 941, 1410, 1880, and 2350 students respectively.
- We will be serving grades 4-8 from Year 1 to Pennsylvania.
- Net funds remaining after the previous year are carried over to the next year
- Almost all expenses for Unbound Academy are variable in nature, and will automatically scale down if student enrollment falls below expected levels
- Unbound Academy budget does not rely on Add-Ons for special education. Consistent with nationwide norms, we assume 13% of our student population will be Special Education. Our staffing model is to have a full-time special education instructor and rely on 3rd party services to provide services such as Special Education Protocol Development, Special Education Training and Professional Development, Accessibility Support, 504 Plan Guidance, At-Risk Population Support Services, Homeless and Migrant Support, School Counseling Support, Gifted Program Support, EL Support (provided by ESOL/TESOL certified leaders and teachers), etc. We have budgeted \$900 per special education student in the base budget. Were Unbound Academy to receive Add-On funds, we would increase our spend with 3rd parties to provide a deeper level of Special Education services to each student; the add-ons will not increase Unbound Academy's revenue over expenditures.
- Unbound Academy low water mark is \$175,300 – driven lower largely due to marketing spend for enrollment expansion.
- Administration, Instruction, & Support Expenditures:
 - Here are the number of personnel each year along with the first year salary (all wages and salaries increase 3% annually):
 - Head of School: 1 Head of School for the school earning \$150,000 per year.
 - Senior Guides: 5 in Year 1, 10 in Year 2, 15 in Year 3, 20 in Year 4, and 25 in Year 5, each earning \$100,000 per year.
 - Junior Guides: 10 in Year 1, 20 in Year 2, 30 in Year 3, 40 in Year 4, and 50 in Year 5, each earning \$60,000 per year.
 - Clerical Staff: 2 in Year 1, 4 in Year 2, 6 in Year 3, 8 in Year 4, and 10 in Year 5, earning \$60,000 per year.
 - Guide (Special Education): 1 Guide focused on Special Education managing the contracted services earning \$60,000 per year.
 - Employee Benefits and Taxes (Provided by Crossover Markets Group Inc.): \$75,100 in Year 1, \$143,300 in Year 2, \$215,500 in Year 3, \$292,000 in Year 4, and \$372,900 in Year 5.
 - Employee Insurance: \$123,500 in Year 1, \$234,000 in Year 2, \$344,500 in Year 3, \$455,000 in Year 4, and \$565,500 in Year 5.

- Retirement Plan: \$143,000 in Year 1, \$273,000 in Year 2, \$410,600 in Year 3, \$556,200 in Year 4, and \$710,200 in Year 5.
- Disability: \$6,100 in Year 1, \$11,600 in Year 2, \$17,100 in Year 3, \$22,500 in Year 4, and \$28,000 in Year 5.
- Medicare: \$20,700 in Year 1, \$39,600 in Year 2, \$59,500 in Year 3, \$80,600 in Year 4, and \$103,000 in Year 5.
- Social Security: \$88,700 in Year 1, \$169,200 in Year 2, \$254,600 in Year 3, \$344,800 in Year 4, and \$440,300 in Year 5.
- Office Supplies (Paper, Postage, etc.): \$1,900 in Year 1, \$3,600 in Year 2, \$5,300 in Year 3, \$7,000 in Year 4, and \$8,700 in Year 5.
- Contracted Services (Special Education): Our Contracted Spec Ed Services have been streamlined and are efficient. Our base budget handles all management overhead, compliance, planning, and analysis. Additionally, our technology and educational system, which are individualized and adaptive by design, include and follow a multi-tiered system of support model benefiting all students, including those who require special education customizations. Consistent with nationwide norms, we assume 13% of our student population will be Special Education and have we budgeted a base expense of \$900 for each such student to provide services such as Special Education Protocol Development, Special Education Training and Professional Development, Accessibility Support, 504 Plan Guidance, At-Risk Population Support Services, Homeless and Migrant Support, School Counseling Support, Gifted Program Support, EL Support (provided by ESOL/TESOL certified leaders and teachers). Total budgeted amounts over a 5-year period are \$58,500 in Year 1, \$117,000 in Year 2, \$175,500 in Year 3, \$234,000 in Year 4, and \$292,500 in Year 5.
- Curriculum & Resources Material (Provided by 2hr Learning, Inc.): \$6,500 per student each year. Unbound Academy receives a \$1,000 discount per student for the first 1 year.
- SIS Software (Student Information System): \$31,500 in Year 1, \$63,000 in Year 2, \$94,500 in Year 3, \$126,000 in Year 4, \$157,500 in Year 5.
- Auditor Fees: flat rate of \$25,000 per year.
- G&A Services (Finance, Legal, Insurance, Infrastructure, Other G&A, etc.): 2.5% of State Funded Revenue, with a cap of \$350,000, resulting in a budget of \$149,000 in Year 1, \$298,300 in Year 2, \$350,000 in Year 3, \$350,000 in Year 4, \$350,000 in Year 5.
- Operations & Maintenance Expenditures:
 - Supplies: flat allowance of \$2,500 per year.
 - Marketing: \$1,000 per new student, with an attrition rate of 10%, but capped at \$350,000, which results in \$350,000 per Year.
 - Building (Students): For the annual statewide testing, classroom or conference room space rents at \$225/hour typically in Pennsylvania, fitting 100 students. We need 20 hours of total test time per student, per year, conservatively. Costs may be reduced by renting a single large location, but we decided to use diverse testing locations to make it easier for students from all over the state to join the session closest to their home address. Costs for the first 5 Years add up to \$22,500, \$45,000, \$67,500, \$90,000, \$112,500.

- Building: Lease of Regus-style office at \$500 per month per 2 people, resulting in \$12,000 per year.
- Liability Insurance: Starting at \$31,200 and increasing 5% per year, costing \$31,200 in Year 1, \$32,800 in Year 2, \$34,400 in Year 3, \$36,200 in Year 4, and \$38,000 in Year 5.
- Utilities (Electric, Gas, Water, Waste): \$0, because we are fully online. Parents pay their own bills as well as suppliers.
- Phone/Communications/Internet Connectivity: For all employees, per month, \$40, costing \$9,100 in Year 1, \$17,300 in Year 2, \$25,400 in Year 3, \$33,600 in Year 4, and \$41,800 in Year 5.
- Office Furniture & Other Equipment : \$1,000 per new staff personnel (including guides)
- Student Technology Equipment : \$900 per new student (for Laptops), with an attrition rate of 10%. We assume that 50% of students who leave (by attrition or aging out) return their computer to the school. This makes \$450,000 in Year 1, \$513,000 in Year 2, \$580,100 in Year 3, \$647,100 in Year 4, and \$718,200 in Year 5.
- Office Technology Equipment: For Year 1, budget moved to Start-Up period. Starting on year 2, we budget \$1,500 per employee, resulting in a budget of \$25,500 in Years 2, 3, 4, and 5.
- Total Expenditures: \$5,789,300 for Year 1, \$11,622,100 for Year 2, \$16,922,200 for Year 3, \$22,269,100 for Year 4, and \$27,722,900 for Year 5.
- Total Revenues: \$5,959,100 for Year 1, \$11,930,900 for Year 2, \$17,877,400 for Year 3, \$23,836,500 for Year 4, and \$29,795,700 for Year 5.
- Budget Balance: \$175,300 for Year 1, \$484,100 for Year 2, \$1,439,400 for Year 3, \$3,006,800 for Year 4, and \$5,079,500 for Year 5.

C. Describe the plans for budgetary contingencies in the event revenues are less than projected. Note: For additional financing procedures see section 1725-A of the CSL (24 P.S. § 17-1725-A).

While the school's budget is designed to mitigate risks, Unbound Academy also has an emergency plan to address potential financial challenges:

Cash flow challenges: If faced with a temporary cash-flow shortage, the school would first tap into its accumulated surplus funds. If additional funding was needed, the school would seek additional grants, short-term loans, or a line of credit from a financial institution, leveraging its assets and expected future revenue as collateral.

Budget shortfalls: In the event of a budget shortfall, Unbound Academy would take immediate steps to reduce expenses. The variable expense structure allows for quickly scaling back staffing and other costs to align with actual enrollment and revenue. Non-essential expenses would be deferred or eliminated. The board would work with school leadership to identify areas for cost savings and develop a revised budget.

Lower-than-expected enrollment: If enrollment is significantly lower than projected, Unbound Academy would first adjust staffing levels and other variable expenses to match the actual student count. The school could also explore additional revenue opportunities, such as grants or fundraising. In an extreme case, the board would consider strategic options like consolidating operations or partnering with another school.

Unexpected expenses: The surplus built into the budget serves as a rainy-day fund for unexpected costs. If expenses significantly exceed the surplus, the school would seek alternate funding such as grants, donations, or loans. Expense reductions would also be implemented as needed.

By combining proactive budget management with clear contingency plans, Unbound Academy is well positioned to maintain financial stability and weather potential challenges in its early years. The school's leadership and board will closely monitor finances and stand ready to adapt strategies as needed to ensure the long-term fiscal health and educational success of the institution.

D. Describe any fundraising efforts that have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

Unbound Academy (PA), Inc. has secured \$650,000 from a private donation from YYYYY, LLC. We do not expect to require any other funding sources.

E. Describe the school's policies and procedures that address a competitive way to purchase goods and services.

To ensure fiscal responsibility and sustainability at Unbound Academy, we will implement a set of key processes and structures overseen by our governing board. These measures are designed to maintain rigorous financial oversight and promote long-term financial health. Our board will establish robust financial controls, starting with a comprehensive annual budgeting process. The Head of School will draft the budget in alignment with our strategic priorities, detailing projected revenues and expenses. This draft will undergo a thorough review and approval process by the board, ensuring that all financial decisions support the school's mission and goals. Additionally, the board will conduct quarterly reviews of the school's financial status, comparing actual performance against the budget to monitor fiscal health and make adjustments as necessary.

We will engage an independent external auditor to conduct annual financial audits. The audit will assess the accuracy of our financial records, evaluate the effectiveness of our internal controls, and ensure compliance with applicable regulations. The board will review the audit findings and address any recommendations to enhance financial practices, fostering a culture of transparency and accountability.

Our financial policies will include procedures for purchasing, expense approvals, and segregation of duties. These policies will be consistently applied across the school to safeguard assets and prevent fraud. All purchasing and expenditure activities will require appropriate authorization and duties related to financial transactions will be clearly separated among staff to reduce risks.

To support ongoing financial oversight, the board will receive regular financial reports, including balance sheets, income statements, and cash flow analyses. These reports will provide a clear picture of the school's financial status and help the board make informed decisions. The Head of School, in collaboration with our general and administrative (G&A) service provider, YYYYY, LLC, will prepare these reports.

YYYYY, LLC plays an important role in supporting our financial management by tracking data and making recommendations. They will assist with preparing and monitoring budgets,

maintaining accurate financial records, and ensuring compliance with financial regulations. YYYYYY, LLC's expertise in financial management allows them to identify trends and potential issues, providing data-driven insights to help the board make informed decisions. However, YYYYYY, LLC does not make any financial decisions for the school. Their role is advisory, ensuring that the board has the necessary information and recommendations to exercise proper oversight and stewardship of public funds.

We will also prioritize building a sustainable funding model. Our focus will be on optimizing resource allocation to balance operational efficiency with educational excellence. By maintaining a lean administrative structure and focusing resources on direct student learning, we aim to control costs effectively.

In addition, the school will aim to maintain a prudent reserve fund to cushion against unexpected financial challenges. We plan to allocate any annual surpluses to this reserve, ensuring we have the financial flexibility to handle unforeseen expenses or revenue shortfalls without compromising our educational programs.

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

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

Note: All investments shall be subject to the standards set forth in section 440.1 (24 P.S. § 4-440.1).

The school treasurer shall settle his or her accounts annually with the Board of Trustees for each school year. Pursuant to section 437 of the School Code (24 P.S. § 4-437) the accounts of the cyber charter school treasurer shall be audited annually.

2. Facility

- A. Provide descriptions of and addresses for the physical facilities and the ownership of the facilities and any lease arrangements. If the school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h) of the CSL (24 P.S. § 17-1748-A(h)).**

Unbound Academy operates as a 100% online school, eliminating the need for physical classroom facilities. This innovative approach allows us to provide personalized education to students across Pennsylvania without the constraints of traditional brick-and-mortar settings. Our virtual learning environment leverages advanced online platforms and AI-based technologies to create an engaging and effective educational experience for students in grades 4-8.

While we don't require physical classrooms, we will maintain an administrative office to manage student records and school operations. This office will be located at 146 E King St Unit 1210, Lancaster, PA 17602. This location serves as our central hub for administrative tasks, document storage, and occasional meetings. We have secured a lease agreement for our administrative office, which includes all necessary accommodations for school administration. The current lease provides us with the flexibility and resources needed to effectively manage our operations and maintain student records in compliance with section 1748-A(h) of the CSL (24 P.S. § 17-1748-A(h)).

In our efforts to identify and secure an appropriate administrative space, we conducted thorough consultations with local real estate agents and property managers. These professionals provided valuable insights into the local market and helped us identify a location that meets our specific needs. We carefully considered factors such as accessibility, security, and technological infrastructure to ensure that our chosen office space effectively supports our administrative functions.

As part of our comprehensive planning process, we have also developed a robust back-up plan to ensure continuity of operations. In the event that our primary office location becomes unavailable, we have explored alternative arrangements within the same vicinity. This includes the possibility of securing temporary office space or utilizing co-working facilities that can accommodate our administrative needs. Our flexible approach allows us to quickly adapt to any unforeseen circumstances and maintain our administrative capabilities without disruption.

It's important to note that as a 100% online school, our primary focus remains on delivering high-quality education through our virtual platform. The administrative office serves as a hub for record-keeping and operational management, rather than a traditional school facility. This approach allows us to allocate more resources directly to student learning and support, aligning with our core commitments to ensure students love school, learn twice as fast, and develop essential life skills.

By maintaining a dedicated administrative office while operating as a fully online school, Unbound Academy combines the benefits of virtual education with the necessary infrastructure to support efficient school operations. This model enables us to provide a cutting-edge educational experience while ensuring compliance with all relevant regulations and maintaining the highest standards of record-keeping and administrative management.

B. Explain how you will use the physical facilities in accordance with Basic Education Circular (BEC) [“Cyber Charter School Operations and Proper Use of Physical Facilities.”](#)

Unbound Academy, as a 100% online charter school, will not utilize physical facilities for teaching purposes. Our educational delivery will be fully virtual, leveraging a cutting-edge platform that aligns with our commitment to flexible learning environments, reduced operational costs, and sustainability. This approach underscores our dedication to educational excellence, student engagement, and comprehensive support within a virtual framework.

Despite our virtual nature, we recognize the importance of adequate administrative space for the seamless operation of Unbound Academy. We have made significant progress in identifying and securing such facilities. For the short term, we have identified and intend to lease administrative space at Regus Imperial Business Park in Durham County. This facility will be leased at \$499 per month per minimum occupant staff member, with a total cost amounting to \$11,976 per year. This solution provides us with a professional setting that fully complies with the guidelines outlined in the Basic Education Circular (BEC) for Cyber Charter School Operations.

The leased space will be dedicated to administrative functions, serving as a central location for our staff to manage Unbound Academy's online operations effectively. It will house essential offline operations that support our virtual model, including enrollment processing, technology support, parent communication, and supervision of online educational delivery.

Looking ahead, we aim to secure a more permanent administrative office space of approximately 10,000 square feet nearby. This long-term solution will ensure our staff has a stable and central location to manage Unbound Academy's operations as we grow.

To ensure continuity of operations, we have developed a robust backup plan. Should our primary facility become unavailable, we will swiftly transition to alternative leased office spaces in nearby business parks or commercial areas. These backup locations will be identified and vetted in advance to ensure they meet all necessary requirements for maintaining uninterrupted administrative operations.

Safety and accessibility are paramount in our facility selection process. The leased offices will comply with all safety and accessibility standards, ensuring a secure working environment for our staff. While students will access their education solely through virtual means, eliminating the need for physical attendance, it remains crucial that our administrative operations are housed in a safe and accessible facility that upholds our standards of excellence.

By securing these administrative facilities and ensuring they meet all regulatory and operational requirements, we position Unbound Academy to deliver on its commitment to providing an innovative, high-quality education within a supportive and well-managed administrative framework. This approach allows us to focus on our core commitments: ensuring students love school, learn twice as fast, and develop essential life skills, all within our unique 2hr Learning model that maximizes student potential through quality education in daily two-hour sessions.

C. 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.

Unbound Academy's online platform serves as an ideal facility for our proposed cyber charter school in Pennsylvania, eliminating the need for a physical building while providing a robust, scalable, and accessible learning environment for students in grades 4-8. Our digital infrastructure, powered by 2hr Learning's adaptive AI technology, delivers a personalized, state-aligned curriculum that meets the diverse needs of our student body without requiring structural renovations or compliance with traditional building codes.

Our online platform adheres to ADA and Web Content Accessibility Guidelines (WCAG) standards, ensuring that students with disabilities can access all educational materials and interactive features seamlessly. We offer multimodal learning options, including text-to-speech functionality, closed captioning, and customizable text formats to accommodate various learning needs. This commitment to accessibility extends to our support for emergent bilinguals and students from diverse socioeconomic backgrounds, ensuring equitable access to quality education.

To maintain a safe and secure online environment, we have implemented comprehensive cybersecurity measures. These include secure logins with two-factor authentication, encryption of sensitive data, and regular security audits. Our platform features AI-based anomaly detection and an incident response plan to swiftly address potential security threats. We carefully select and regularly update external educational links and resources to ensure they are credible and secure, further enhancing our students' online safety. Our systems comply with FERPA and COPPA regulations, and we provide a user-friendly reporting system for students to flag any safety concerns.

Our technical support services are analogous to the essential services of a physical school building. Server management prevents overheating and ensures stable performance, while our virtual network is optimized for seamless connectivity. The user interface is designed for intuitive navigation, similar to efficient lighting in a traditional building. We ensure reliable internet bandwidth through partnerships with internet service providers and optimize course materials for low-bandwidth connections to accommodate various internet speeds.

We have made significant progress in integrating and continuously improving our online systems. Our planning includes detailed enrollment projections, teacher-student ratios, and technology requirements. To ensure equitable access, we will provide laptops and internet stipends at no cost to families. Our backup plans include mobile hotspots and partnerships with community organizations to mitigate potential system failures and ensure uninterrupted access to the learning platform.

The 2hr Learning platform we utilize provides a cohesive suite of services aligned with Pennsylvania State Standards. It includes student logins to various educational apps, diagnostic assessments, academic progress dashboards, and quarterly learning reports. The platform's Service Level Agreement aims for 99.5% uptime, ensuring reliable access for our students.

Our system continuously monitors and adapts to student progress in real-time, tracking key metrics such as lesson mastery, accuracy, and engagement. This allows for prompt identification and addressing of any issues. The Student Success Team closely monitors student progress, allowing for immediate interventions when needed. Our comprehensive approach includes both formative and summative assessments to evaluate student competency, with measures like AI-powered video monitoring, browser lockdown, and plagiarism detection software to safeguard academic integrity.

In the event of technical issues or necessary system updates, we have robust contingency measures in place. These include regularly scheduled assessments, AI-driven interventions, and strong parental involvement to maintain academic continuity. Our backup technical solutions include alternate server locations and

increased cybersecurity measures to ensure uninterrupted learning.

By leveraging advanced technology and thoughtful planning, we have created a forward-thinking, accessible, and secure learning environment that meets all the requirements of a proposed cyber charter school in Pennsylvania. Our comprehensive approach to creating a suitable online facility for Unbound Academy demonstrates our commitment to providing an excellent, uninterrupted educational experience tailored to each student's unique needs.

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

Unbound Academy, as a 100% online charter school serving grades 4-8, has developed a comprehensive plan for maintaining its virtual facility. Our approach focuses on ensuring a robust and reliable digital learning environment that supports our core commitments: students love school, learn twice as fast, and acquire vital life skills.

For daily maintenance, we will provide technical support to students and staff, ensuring smooth operation of virtual classrooms. This includes promptly addressing technical issues and continuously monitoring online security to safeguard against cyber threats. Our IT support team will be readily available to manage these tasks and address any issues that arise, further ensuring the reliability of our virtual classrooms.

Extended facility maintenance for Unbound Academy will center on server maintenance, software updates, and IT support. We will implement a structured schedule for routine server check-ups and updates to ensure optimal performance and minimize the risk of downtime. Regular software updates will keep our systems current with the latest features and security patches. Our IT team will conduct regular assessments to ensure quick recovery from any server outages or technical disruptions.

Contingency plans are crucial to maintaining our technological infrastructure. We have detailed protocols in place for quick recovery in the event of server outages or cybersecurity threats. These measures include data backup solutions, redundancy systems, and emergency technical support. By having multiple layers of redundancy, we can switch to backup systems seamlessly in case of primary system failures.

In terms of progress, we have made significant strides in identifying and acquiring the necessary technological framework for Unbound Academy. We are investing in advanced server technologies, state-of-the-art software solutions, and comprehensive IT support services. We are carefully selecting service providers with proven track records in reliability and security to ensure our virtual learning platform remains robust and capable of meeting the needs of our students and staff.

As a backup plan, we are considering alternative technology solutions and additional service providers to guarantee uninterrupted learning. This includes collaborating with external cybersecurity experts and cloud service providers to bolster our defenses against potential threats and ensure continuity in our educational delivery.

While we don't require a physical school building, Unbound Academy plans to maintain a small, serviced office for document storage and occasional administrative meetings. This setup minimizes overhead costs and provides flexibility for our staff to work remotely while still having a physical space for essential administrative functions. We will allocate funds for rent and basic maintenance of this small office space, ensuring it meets our administrative needs without incurring excessive costs associated with a traditional school facility.

Our commitment to providing a high-quality online educational experience is reflected in our meticulous planning and proactive approach to maintaining our virtual facility. Through dedicated daily operations and rigorous extended maintenance protocols, we are well-equipped to offer a secure, efficient, and engaging learning environment for our students, supporting our goal of providing an experience akin to one-on-one tutoring through AI-based technologies and mastery-based progression.

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

Unbound Academy has made significant progress in establishing its digital learning infrastructure, which is crucial for our 100% online charter school serving grades 4-8 in Pennsylvania. Our partnership with 2hr Learning, Inc. has been instrumental in providing and managing a secure Learning Management System (LMS) and Content Delivery System (CDS). These systems are tailored to support our unique educational model, which emphasizes two hours of daily core academic instruction complemented by three hours dedicated to life skills workshops.

To ensure the security and integrity of our digital learning environment, we have implemented robust measures including password-protected access, two-factor authentication, and regular security audits. Our systems are fully compliant with legal standards such as FERPA and COPPA, demonstrating our commitment to protecting student data and privacy. This comprehensive approach to security is essential for maintaining the trust of our students and their families, as well as ensuring the integrity of our educational program.

As we continue to develop our virtual infrastructure, we are focusing on enhancing our security protocols and expanding our technological capabilities. Future steps include the implementation of AI-based anomaly detection to

identify and mitigate security threats in real-time. This proactive approach will allow us to maintain a secure and uninterrupted online learning environment for our students, ensuring that their education is not compromised by potential cyber threats.

While Unbound Academy operates entirely online, we recognize the need for a minimal physical presence to support administrative functions. Currently, we maintain a virtual office, and we plan to upgrade to a small, serviced office. This space will be used for document storage and occasional administrative meetings, allowing us to efficiently manage our operations without the overhead of a traditional school facility. This approach aligns with our commitment to cost-effectiveness and operational efficiency.

Our back-up plan includes a comprehensive incident response strategy designed to address any potential security breaches or system failures. This plan incorporates AI-based technologies for anomaly detection, ensuring that we can swiftly respond to any threats or interruptions. By having these measures in place, we will guarantee a continuous and high-quality educational experience for all our students, even in the face of unforeseen challenges.

Risk management is a central component of our strategy. We will employ multiple layers of security and continually evaluate potential vulnerabilities within our systems. This approach includes frequent updates to our security protocols, ongoing training for our team members, and thorough testing of our digital systems. By prioritizing risk mitigation, we will ensure that our reliance on online facilities does not compromise the educational experience we provide.

Unbound Academy's focus on a fully virtual educational model allows us to revolutionize the traditional school environment. We will offer a flexible, cost-effective, and high-impact learning experience designed to meet the needs of modern students and their families. Our approach not only maximizes efficiency but also aligns with our core commitments: ensuring students love school, learn twice as fast, and develop essential life skills.

By leveraging AI-based technologies and providing an experience similar to one-on-one tutoring with mastery-based progression, we are confident in our ability to deliver an exceptional education without the need for a physical school building. This innovative approach will allow us to optimize the learning experience, elevate academic performance, and provide students with ample time to engage in activities that develop life skills and personal interests.

F. Describe facility financing plans.

Unbound Academy's facility financing plans are uniquely tailored to its 100% online educational model, leveraging advanced AI-driven adaptive learning systems and

interactive digital platforms as the cornerstone of its virtual 'facility.' This innovative approach eliminates the need for a traditional brick-and-mortar building, allowing the academy to focus its resources on creating a robust, scalable, and secure online education infrastructure.

The financial foundation for Unbound Academy's technology-centric facility is built upon a generous donation of \$650,000 from YYYYY, LLC. This funding provides a strong starting point, covering startup costs and anticipated expenditures for the initial scaling period. The budget is meticulously planned to support growth from 250 students in Year 1 to 1,000 students by Year 3, with technology infrastructure scaling proportionately to ensure uninterrupted service and support.

A key component of the facility financing plan is the provision of laptops to all students, pre-installed with necessary educational software. The budget allocates \$900 per new student for technology equipment, accounting for a 10% attrition rate. This approach ensures that every student, regardless of their location in Pennsylvania, has equal access to the school's virtual resources and can fully engage with the curriculum from home.

The financial plan also covers essential online systems, including a sophisticated Student Information System (SIS) software, high-speed internet connectivity for all employees, and advanced security measures to protect student and staff data. These investments are crucial in creating a secure and efficient virtual learning environment.

To accommodate varying levels of student enrollment, Unbound Academy has developed flexible scaling plans. The inherent advantages of an online model allow for swift expansion of technological capacity in response to increased demand, without facing the spatial constraints typical of traditional schools. This agility ensures that the academy can maintain high-quality support for all users while adapting to growth.

In terms of physical space, the academy will utilize a small, serviced office in [PA address], primarily for document storage and occasional in-person meetings. This strategic choice further underscores the school's commitment to remaining agile and reducing overhead costs associated with maintaining larger physical facilities.

Anticipating potential disruptions to the primary online platforms, Unbound Academy has developed solid contingency plans. These include alternative platforms and tools to guarantee continuous access to educational resources, thereby minimizing any potential impact on students' learning experiences. This preparedness ensures that the academy can quickly pivot to other solutions as needed, safeguarding the uninterrupted progression of students' education.

The academy's financial strategy emphasizes maintaining a budget surplus each year, aimed at effectively managing operational costs and ensuring long-term financial stability. This approach allows for reinvestment in technology upgrades and curriculum enhancements as needed.

By prioritizing investment in cutting-edge educational technology and eliminating the costs associated with a physical campus, Unbound Academy will allocate

resources strategically towards diverse programs, educator training, and comprehensive support services. This focus on technology and virtual infrastructure positions the academy to deliver a transformative, personalized educational experience optimized for student success in a digital age.

Explanation: Describe the progress toward identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

3. Liability and Insurance

A. Describe the proposed cyber charter school's insurance coverage plans, including health, general liability (including school operation, extracurricular activities, and parent volunteer activities), property, and director and officer's liability coverage (see section 1719-A(17) of the CSL (24 P.S. § 17-1719-A(17))).

Unbound Academy is committed to maintaining comprehensive insurance coverage to protect our students, staff, and operations. Our insurance plans are designed to meet and exceed the requirements set forth in section 1719-A(17) of the Charter School Law (24 P.S. § 17-1719-A(17)).

For health insurance, we will offer a range of options to our staff members through a partnership with a reputable insurance provider. These plans will include comprehensive medical coverage, prescription drug benefits, and access to mental health services. We recognize the importance of supporting our staff's well-being, which in turn enables them to provide the best possible education to our students.

Our general liability insurance will cover all aspects of our school operations, with a particular focus on our online activities. This policy will include coverage for virtual extracurricular activities and any parent volunteer initiatives. We understand that while our school operates in a digital environment, we still need robust protection against potential liabilities. Our policy will have appropriate limits to ensure adequate coverage for our unique operational model.

Although Unbound Academy is a 100% online charter school, we will maintain property insurance to cover our essential physical assets. This includes servers, computer equipment, and other technology infrastructure necessary for our virtual learning environment. Our property insurance will protect against damage, theft, or loss of these critical resources, ensuring continuity of our educational services.

Director and Officer's liability insurance will be a key component of our coverage plan. This policy will protect our leadership team and board members from potential claims arising from their duties in managing and overseeing the school. Given the innovative nature of our online charter school model, this coverage is particularly important to safeguard against unforeseen challenges.

To demonstrate our insurability, we are in the process of obtaining detailed quotes and coverage outlines from reputable insurance providers specializing in educational institutions and online operations. These documents will provide evidence of our ability to secure the necessary coverage in all required areas. We will ensure that our insurance policies are in place well before the commencement of our school operations.

Our approach to insurance coverage reflects our commitment to responsible management and the safety of our school community. By securing comprehensive insurance plans, we will create a stable foundation for Unbound Academy to focus on our core commitments: ensuring students love school, learn twice as fast, and develop essential life skills through our innovative 2hr Learning model and AI-based technologies.

Explanation: Provide evidence of insurability in all areas identified above.

4. Child Accounting

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

Note: State child accounting procedures must be followed. (24 PS § 13-1332)

Unbound Academy has developed a comprehensive approach to enrollment and attendance procedures that aligns with Pennsylvania's state child accounting requirements. Our enrollment process begins with an easily accessible online application portal, which will be available from January 2025. The official enrollment period runs from April to July 2025, allowing ample time for families to gather and submit necessary documents.

To enroll, prospective students and their families must complete an online application form and provide critical documentation, including proof of Pennsylvania residency, proof of age and identity for the student, immunization records, previous school records, and emergency contact details. All applications are timestamped and assigned a unique identification number upon receipt to ensure fairness and anonymity.

If the number of applications exceeds available seats, Unbound Academy will implement a fair lottery system. The lottery, if needed, will be conducted using a secure and transparent digital system, overseen by an independent observer to ensure compliance with state regulations.

Once enrollment is confirmed, our attendance procedures come into play. Unbound Academy utilizes advanced AI-based technologies to track daily student engagement and activity. Each student must log in and complete a minimum of two hours of core academic instruction daily. This instructional time is further augmented by three hours dedicated to life skills workshops and hands-on activities, which are a critical component of our educational model.

Our attendance tracking system is designed to meet and exceed Pennsylvania state child accounting procedures (24 PS § 13-1332). Adaptive learning systems

monitor and record each student's participation, ensuring consistent engagement and compliance with state regulations. The use of AI technology enhances accuracy and provides real-time updates on student attendance.

To maintain accountability and prepare for audits, Unbound Academy will implement periodic reviews and data verification steps. Our Enrollment Compliance Team will regularly audit enrollment records to verify the accuracy of data and ensure all state requirements are being met. This team will also check for any discrepancies and address them promptly to maintain the integrity of our records.

We will ensure that parents are continuously updated on both the enrollment process and their child's attendance. Clear guidelines and periodic reminders about upcoming deadlines, required documents, and attendance expectations will be communicated through multiple channels, including our website, email newsletters, and direct messaging via our secure parent portal.

Our system will generate detailed attendance reports which will then be communicated to parents and guardians regularly through the parent portal. These reports will help keep families informed about their child's attendance status and any necessary follow-ups. Additionally, we will provide a comprehensive student handbook that outlines all policies and procedures related to enrollment and attendance.

To ensure compliance with residency requirements, families will be required to submit updated proof of residency annually. Our Enrollment Compliance Team will also review and verify concurrent enrollment information to ensure total enrollment does not exceed state limits.

By leveraging advanced technologies and maintaining clear communication channels with parents, Unbound Academy's enrollment and attendance procedures are designed to be user-friendly, transparent, and fully compliant with state regulations. Our commitment to accurate record-keeping and regular audits will support our mission to provide an effective and efficient educational experience for our students while meeting all necessary audit standards.

Explanation: Cyber charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards.

V. ADMINISTRATION

1. Recruiting and Marketing Plan

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

Unbound Academy will implement a targeted publicity strategy to attract a diverse and sufficient pool of eligible applicants across Pennsylvania. Given our fully online model, our primary publicity efforts will focus on digital platforms that allow us to connect directly with families seeking alternative

education options. We will leverage a range of online marketing tools, including social media advertising, search engine optimization (SEO), and targeted ads aimed at families searching for flexible and innovative educational solutions. These efforts will focus on making our unique 2hr Learning model and the benefits it offers—such as efficient learning, personalized guidance, and accelerated progress—widely known among families with children in grades 4-8.

We will also collaborate with trusted community organizations across the state to extend our reach and build local credibility. By forming partnerships with libraries, after-school programs, and community centers, we can distribute information through channels that families are familiar with and trust. These partnerships will help raise awareness of our innovative online approach while emphasizing our commitment to educational equity and supporting diverse student needs.

Virtual events will be a key component of our publicity efforts. We will organize open houses and informational webinars where families can meet our Guides and learn about our personalized learning approach in real time. These events will allow prospective parents and students to experience firsthand how Unbound Academy's model fosters both academic success and personal growth. Additionally, we will feature testimonials from families who have benefited from our personalized, online learning methods to build trust and illustrate the success of our approach.

Our digital campaigns will begin in early 2025, leading up to our enrollment period from April to July. This timeline will include extensive social media presence, as well as participation in relevant online educational forums and local digital media. We will also seek coverage in local news outlets and provide digital brochures that highlight the unique benefits of our school. To maintain adaptability, we will continuously evaluate the effectiveness of our campaigns and adjust as necessary to meet our recruitment goals.

Through this targeted approach, Unbound Academy is confident that we will attract a strong and diverse pool of applicants, ensuring that our innovative educational offerings reach families who seek a dynamic and supportive online learning environment.

B. Describe the type of outreach that will be made to potential students and their families.

Unbound Academy will implement an outreach strategy designed to connect with families across Pennsylvania who are seeking alternative educational options. As a public cyber charter school, we will welcome all students eligible for enrollment in Pennsylvania public schools.

Our outreach will focus on building direct relationships with families and

communities. We will engage with local networks that serve families exploring nontraditional education options, including homeschooling associations, parent groups, and community centers. These relationships will help us reach families who may benefit from the flexibility and high-quality online education we provide for students in grades 4-8.

We will host virtual information sessions for various communities throughout the state, where families can interact with our team, ask questions, and learn how our personalized learning approach can support their child's academic and personal growth. These sessions will also feature success stories and testimonials from students and families at other schools using the 2hr Learning model or similar programs. By sharing these real-world examples, we will help prospective families see the tangible benefits of our approach and understand how it could work for their child.

Personalized follow-up communications will play an important role in our outreach efforts. For families who express interest during our sessions or through other channels, we will provide direct communication through phone calls or emails to address specific questions. Additionally, we will offer guidance throughout the enrollment process to ensure families feel supported from their initial inquiry through enrollment.

Partnering with local educational and community organizations will further extend our reach. Collaborations with libraries, after-school programs, and youth-focused community organizations will allow us to share information about Unbound Academy through trusted sources, helping to raise awareness among families unfamiliar with the benefits of online learning.

By fostering these connections and working closely with community organizations, Unbound Academy will ensure that a broad and diverse group of families across Pennsylvania are informed about our innovative educational model. We are committed to providing every family with the opportunity to explore how our personalized online program can enhance their child's learning experience.

2. Admissions Policy

A. Describe the admission methods and eligibility criteria that will be used to select students.

Unbound Academy's admissions process is designed to ensure fairness, accessibility, and compliance with Pennsylvania's legal requirements for public cyber charter schools. As a non-selective public school, we welcome all students in grades 4 through 8 who are residents of Pennsylvania, regardless of academic background, disability, race, gender, or any other protected category. We do not conduct interviews or require application fees, ensuring that no student is unfairly excluded from consideration.

Eligibility is simple: applicants must be Pennsylvania residents within the designated grade levels. Families will be able to complete the application entirely online, making it accessible across the state. While we will request basic documents, such as proof of Pennsylvania residency and age, we do not require immunization records or school records at the time of application. These documents will only be requested after an offer of enrollment is made..

If the number of applications exceeds the available spots, a random public lottery will be conducted, giving every applicant an equal chance of being selected, regardless of when they applied during the enrollment window. We will follow legal guidelines by offering enrollment preferences for siblings of current students. Once the lottery is conducted, families will be promptly notified of the results and provided with clear next steps.

For students not selected in the lottery, a waiting list will be maintained and managed transparently. As spaces become available, students on the list will be offered admission in the order determined by the lottery. At no point will applicants be required to meet academic or testing criteria to gain admission.

Unbound Academy is committed to ensuring that our admissions process is fair, inclusive, and fully compliant with state law, allowing all eligible students in Pennsylvania to have equal access to our educational opportunities.

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

Unbound Academy is committed to ensuring full compliance with federal and Pennsylvania laws pertaining to special education, including providing a Free Appropriate Public Education (FAPE). Our goal is to create an inclusive environment where students with disabilities will learn alongside their nondisabled peers as much as possible, with appropriate supports in place.

The Head of School, serving as the Local Education Agency (LEA) representative, will oversee all compliance measures related to special education. We will establish procedures for the early identification of students who may need special education services, adhering to the "Child Find" mandate. Within the first 45 days of enrollment, we will conduct screenings based on parental input, school records, and teacher observations, with our Special Education Guide coordinating any necessary assessments and evaluations.

For students identified as requiring special education services, Unbound Academy will develop an Individualized Education Program (IEP) in collaboration with the student's family, educators, and service providers. This process will involve a thorough review of the student's strengths and areas of need, ensuring that the IEP outlines appropriate goals, accommodations, and supports tailored to the student's specific learning profile. The IEP will be

reviewed and adjusted as necessary, with regular input from the family and all relevant stakeholders to ensure the student's needs are consistently met.

For students transferring with existing IEPs, Unbound Academy will ensure a seamless transition by promptly requesting the IEP and special education records from the student's previous school district once the enrollment offer is accepted. The district will have 10 days to provide the records. Our Special Education Guide will review these documents, work with the student's family and teachers, and adjust the IEP as needed to ensure all necessary accommodations and services are in place from the start.

Unbound Academy will build a network of licensed professionals to provide specialized services, including speech therapy, occupational therapy, and behavioral interventions. In instances where additional services are needed, we may seek assistance from Intermediate Units (IUs) or local school districts to help locate service providers. However, Unbound Academy will be fully responsible for coordinating and funding these services, ensuring that any assistance supplements, rather than replaces, our own resources.

Specialized services for students with disabilities at Unbound Academy will primarily be provided in a virtual format. However, if necessary, services can also be arranged at a physical location such as a local office, library, or another agreed-upon location that is convenient for the family. These decisions will be made in collaboration with parents to ensure the location best supports the student's needs while maintaining compliance with all relevant laws and ensuring accessibility.

We are committed to educating students in the Least Restrictive Environment (LRE), ensuring that they will be integrated into regular educational settings as much as possible. Only when a student's needs cannot be met among the general population, even with the support of supplementary aids, will more specialized placements be considered.

We will also implement a Multi-Tiered System of Supports (MTSS) to provide varying levels of support based on student needs, ranging from universal instruction to intensive, individualized interventions. To ensure staff are fully prepared to support students with disabilities, ongoing professional development will be provided, covering special education regulations, best practices for inclusive teaching, and strategies for supporting diverse learning needs.

Through these plans, Unbound Academy will be prepared to offer a legally compliant, supportive, and inclusive educational experience for all students.

C. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students.

Unbound Academy's admission process is designed to be fair, transparent, and compliant with the Charter School Law. Our timetable ensures a smooth and equitable experience for all families interested in our innovative online charter school for grades 4-8.

The open enrollment application period for the 2025-2026 school year will begin on January 15, 2025, and conclude on March 20, 2025. During this time, families can submit applications through our secure online portal. Each application will be electronically timestamped upon receipt to maintain an organized and transparent submission process.

If the number of applications exceeds our available seats, we will conduct a random, anonymous lottery on April 12, 2025. We will announce the lottery details, including time and specific procedures, at least two weeks in advance through our website, social media platforms, and direct emails to applicants. This proactive communication ensures all interested parties are well-informed and can prepare accordingly.

On the day of the lottery, we will employ a secure, randomized selection system overseen by an independent observer to ensure integrity and fairness. The lottery will be public, allowing parents and guardians to attend virtually, further enhancing transparency. Enrollment priority will be given to siblings of currently enrolled students in accordance with Pennsylvania charter school regulations.

We will notify families of the lottery results within one week via both email and postal mail. The notification will clearly indicate whether the student has secured a spot or has been placed on the waiting list. Families of admitted students must confirm their enrollment by May 3, 2025. This timely confirmation allows us to finalize class sizes and adequately prepare for the upcoming school year.

Students not selected in the initial lottery will be placed on a waiting list in the order they were drawn. We will inform these families of their exact position on the list and keep them updated on any changes to their status. If any admitted student does not accept their spot by the deadline, we will offer enrollment to the next student on the waiting list.

To support families in making informed decisions, we may host optional information sessions for prospective students and their parents before the enrollment period begins. These sessions will provide insights into our educational approach, the benefits of our 100% online learning environment, and how our mastery-based progression and 2hr Learning model will enhance students' academic journey and overall development. The information sessions will not include interviews.

Should a family decide to withdraw their child from Unbound Academy after acceptance, we require written notification to ensure a smooth transition. We

will assist in the transfer process by providing necessary academic records and facilitating communication with the new school.

Throughout the admission process, we will maintain clear and prompt communication with all families. Our goal is to create an inclusive environment where every student has an equal opportunity to benefit from our unique educational model, which aims to foster a love for learning, accelerate educational growth, and instill valuable life skills.

By adhering to this carefully planned timetable and set of procedures, Unbound Academy ensures a fair, organized, and transparent admission process that aligns with our mission and upholds the principles of non-discrimination and equal access to education.

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

Unbound Academy's policies are carefully designed to align with its mission while ensuring full compliance with section 1723-A of the Charter School Law (CSL) and other relevant Pennsylvania regulations. These policies advance the school's core commitments to fostering a love of learning, enabling accelerated growth, and developing essential life skills, all while ensuring a non-discriminatory, inclusive environment.

The academy's admissions process is transparent and equitable, offering all eligible students in grades 4 through 8 an equal opportunity to enroll. Unbound Academy does not require any form of academic screening, interviews, or application fees, ensuring that all applicants are treated equally, regardless of their background or abilities. In instances where applications exceed available spaces, a random public lottery is conducted, consistent with Pennsylvania law. This lottery is fair and impartial, with preferences only extended for legally permitted categories, such as siblings of current students and children of school employees. This approach ensures compliance with state law and underscores the academy's commitment to equal access to education for all.

Non-discrimination is a guiding principle in all aspects of the school's operations, from admissions to classroom instruction. Unbound Academy prohibits discrimination based on race, color, national origin, sex, disability, or any other protected characteristic, in accordance with state and federal laws. The school also ensures compliance with the Individuals with Disabilities Education Act (IDEA), providing appropriate accommodations and services for students with disabilities, with a dedicated Special Education Guide overseeing the development and implementation of Individualized

Education Programs (IEPs). The school does not request any special education records or IEPs from previous schools until after a student has accepted an enrollment offer, ensuring a non-biased admissions process.

The use of AI-based technologies at Unbound Academy further supports its mission of inclusivity. These technologies adapt to each student's unique learning needs, offering personalized instruction and removing barriers such as geographic or economic limitations. By utilizing adaptive learning systems, each student can progress at their own pace through a mastery-based model. This allows students of varying academic levels to succeed without fear of being left behind, ensuring a learning environment that is both inclusive and equitable.

In addition, Unbound Academy is fully committed to providing support for homeless students and English Language Learners (ELLs).

As required by the McKinney-Vento Homeless Assistance Act, the school ensures that homeless students have equal access to education, including immediate enrollment even without typical enrollment documentation. Homeless students will also receive the necessary support services, such as access to transportation or other resources, to ensure their educational experience is not interrupted.

For English Language Learners, the school will provide tailored language instruction programs to support their language development while fully integrating them into the core curriculum. These services ensure that every student, regardless of their living situation or language proficiency, has the opportunity to succeed. To initiate these services, we will administer a Home Language Survey to all newly enrolled students. This survey helps identify students who may need additional language support. Based on the survey results, appropriate assessments will be conducted to determine the student's English proficiency level and to develop a customized plan to meet their language learning needs.

By integrating transparent admissions procedures, non-discriminatory practices, and advanced learning technologies, Unbound Academy fosters an educational environment where every student can thrive. These policies work together to ensure that the school's mission is fulfilled in a manner that is accessible, inclusive, and tailored to meet the diverse needs of all students, regardless of their background or circumstances.

3. Human Resource Information

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

Unbound Academy's hiring process for Guides (teachers), administrators, and other school staff is designed to uphold high professional standards, ensuring that all staff members are well-qualified and aligned with the school's mission of delivering a high-quality, personalized online education for students in grades 4 through 8. We are committed to a rigorous selection process that ensures compliance with all Pennsylvania regulations and promotes a fair and inclusive work environment.

For teachers, which we refer to as Guides, candidates must possess a Bachelor's degree and hold a valid Pennsylvania teaching certificate for the appropriate subject area and grade level, in line with state certification requirements. Lead Guides, who will take on additional instructional leadership responsibilities, are required to have substantial teaching experience, demonstrating a proven ability to mentor other educators and manage classroom environments effectively. For our Special Education Guide, we require specific certifications in special education, along with experience supporting students with diverse learning needs, ensuring compliance with both state and federal special education laws.

The Head of School role requires a Master's degree in Education or a closely related field, along with a minimum of five years of experience in educational leadership or administration. This individual will play a key role in guiding the school's strategic direction, managing staff, and ensuring that Unbound Academy adheres to all state educational regulations. The Head of School will also serve as the Local Education Agency (LEA) representative, ensuring that all services and accommodations required for students, particularly those with special needs, are provided in accordance with Pennsylvania and federal law.

For administrative and support staff, we prioritize candidates with relevant experience in school operations, finance, and student information systems. These roles are essential to the smooth functioning of our school's virtual environment, and candidates must demonstrate strong organizational and technical skills. Experience in educational settings is preferred to ensure a seamless integration into our school's operations.

Unbound Academy's hiring standards go beyond meeting minimum

qualifications. We seek individuals who are passionate about online education, capable of working effectively in a virtual environment, and committed to fostering a supportive, inclusive educational experience for all students. Candidates will be evaluated not only on their academic qualifications and professional experience but also on their ability to contribute to the school's culture of innovation and personalized learning.

To ensure compliance with Pennsylvania law, all candidates will undergo thorough background checks. This includes criminal background checks, FBI fingerprinting, and child abuse clearances. These procedures are essential for maintaining a safe and secure environment for our students.

Unbound Academy is committed to equal opportunity employment, ensuring that our hiring process is free from discrimination based on race, color, national origin, sex, disability, or any other protected category. We follow all relevant state and federal regulations regarding non-discrimination, ensuring that all candidates are evaluated fairly and equitably.

By maintaining these rigorous hiring standards, Unbound Academy ensures that every staff member is well-equipped to contribute to our mission of providing a high-quality, personalized online education. These standards, combined with our commitment to professional development and a supportive work environment, enable us to attract and retain top-tier talent dedicated to helping our students thrive.

B. Explain the targeted staff size and teacher/student ratio.

Unbound Academy's staffing plan is carefully designed to ensure that the student-to-Guide ratio supports personalized learning, while also taking advantage of the academy's unique instructional model, which incorporates AI-based tutoring. In the first year, with an anticipated enrollment of 500 students, the academy will employ 15 Guides (teachers), including Lead Guides, resulting in a student-to-Guide ratio of approximately 1:33. This ratio is appropriate given the use of advanced AI tools that adapt instruction to each student's needs, allowing Guides to focus more on facilitating learning and providing individualized support.

As enrollment grows, the number of Guides will scale proportionally to maintain this ratio, ensuring that every student continues to receive the level of attention needed in a virtual learning environment. By the second year, with 1,000 students, we will employ 30 Guides, and by the fifth year, with 2,500 students, the academy will employ 75 Guides. The 1:33 ratio is consistent across all five years, allowing for sustained individualized attention alongside the adaptive learning technologies we employ.

This staffing plan was developed with careful consideration of the staffing models

and student-to-teacher ratios in other Pennsylvania cyber charter schools serving similar grade levels. The combination of AI-based tutoring and the Guides' role in fostering engagement and mastery-based progression ensures that this ratio is effective and manageable, enabling Unbound Academy to deliver a high-quality, personalized educational experience to every student.

C. Describe the professional development opportunities that will be available to teachers and other staff.

Unbound Academy is committed to providing robust and ongoing professional development opportunities to ensure that our Guides (teachers) and staff are well-equipped to thrive in a fully online learning environment. Recognizing the unique demands of virtual education, our professional development program is designed to enhance teaching effectiveness, mastery-based learning, and the integration of technology, all while aligning with Pennsylvania's educational standards.

At the start of each academic year, all staff will participate in a comprehensive onboarding program. This training will cover Unbound Academy's educational philosophy, focusing on the use of AI-based technologies to support personalized learning. Guides will be trained in best practices for virtual instruction, including techniques to foster student engagement and individualized learning paths. Mastery-based progression, a key element of our instructional model, will be a central component of this training, ensuring that Guides are prepared to support students as they advance through the curriculum at their own pace.

Throughout the school year, professional development will continue through regular online workshops, webinars, and collaborative learning sessions. These will cover a range of topics, from effective use of our Learning Management System (LMS) to strategies for creating engaging virtual classrooms. Given the importance of technology in our model, specialized training in the use of AI-driven instructional tools will be provided. This training will help Guides integrate advanced technologies into their teaching, enhancing the overall learning experience and supporting Unbound Academy's innovative approach to education.

Collaboration and peer learning will also be a key focus of our professional development efforts. We will establish virtual professional learning communities where Guides and staff can share best practices, troubleshoot challenges, and collaborate on instructional strategies. This ongoing peer engagement fosters a culture of continuous improvement and innovation, benefiting both individual educators and the broader school community.

Additionally, Unbound Academy's professional development will emphasize the integration of life skills into the curriculum. Guides will receive training

on how to incorporate essential life skills—such as critical thinking, problem-solving, and time management—into their teaching. This ensures that students are not only academically prepared but also equipped with the skills needed for success beyond the classroom.

By providing continuous, targeted professional development, Unbound Academy ensures that our Guides and staff remain at the forefront of educational innovations. These opportunities for growth are essential for creating an effective, engaging online learning environment, and they are designed to support our commitment to high-quality, personalized education for all students.

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

Unbound Academy's human resource policies are designed to attract and retain highly qualified Guides and staff through competitive salaries, well-defined contracts, transparent hiring and dismissal processes, and comprehensive benefits, all in compliance with Pennsylvania labor laws.

Salaries at Unbound Academy will be set to exceed market standards, reflecting our commitment to hiring and retaining top-tier educators while minimizing staff turnover. The Head of School will be compensated with an annual salary of \$150,000, Lead Guides will earn \$100,000, and Guides, Clerical Staff, and Special Education Guides will receive \$60,000 annually. A structured 3% annual salary increase will be included for all positions to ensure our compensation remains competitive and recognizes ongoing excellence.

Employment contracts will clearly outline the terms of employment, including job responsibilities, compensation, benefits, contract duration, and renewal policies. These contracts will be drafted in strict adherence to Pennsylvania labor laws and will ensure mutual understanding between the school and its employees. Contracts will provide clarity on expectations and ensure transparency, promoting a professional and stable work environment.

Hiring at Unbound Academy will follow a rigorous process designed to identify candidates who not only meet the educational qualifications but also align with the school's mission of fostering a love for learning, accelerating academic growth, and integrating life skills into the curriculum. Candidates for teaching positions will be required to possess the necessary degrees and certifications required by Pennsylvania law. The hiring process will include multiple stages, such as interviews and background checks, to ensure that candidates are well-suited for a fully online educational environment and can meet the school's high standards for student

engagement and achievement.

Unbound Academy's dismissal policies will be conducted with fairness and transparency, following Pennsylvania labor laws and best practices. If a staff member's performance falls below expectations, they will be provided with a clear improvement plan, support, and training opportunities to address performance issues. In cases where performance does not improve, dismissal procedures will be handled with respect, ensuring due process, including prior written notice and an opportunity for the individual to respond.

Our benefits package will be designed to complement our competitive salaries and enhance staff retention. Unbound Academy will offer health insurance, retirement plans, life insurance, and paid time off, ensuring that employees are supported in both their professional and personal lives. Additionally, staff will receive a technology stipend to ensure they have the necessary tools to effectively deliver online instruction. These benefits will contribute to a comprehensive employment package aimed at attracting and retaining top talent.

By offering competitive salaries, well-defined contracts, rigorous hiring and dismissal procedures, and comprehensive benefits, Unbound Academy will ensure that we maintain a strong, professional staff aligned with our educational mission. These policies are designed to comply fully with Pennsylvania labor laws while fostering a supportive and rewarding work environment.

E. Identify the proposed faculty.

At this time, Unbound Academy has not yet identified specific individuals for our faculty positions. However, once faculty members are selected, we will ensure full compliance with Pennsylvania's requirements regarding hiring and background checks.

All faculty members will undergo the required criminal background checks in accordance with the Child Protective Services Law, including FBI fingerprinting, Pennsylvania State Police criminal history checks, and child abuse clearances, prior to employment. These background checks will be completed to ensure the safety and well-being of our students.

In addition to these clearances, we will ensure that all faculty meet Pennsylvania's certification requirements for teachers, holding valid Pennsylvania teaching certificates in their respective subject areas and grade levels. Employment will be contingent on meeting these legal standards, and we will maintain rigorous hiring practices to identify qualified candidates who align with the school's mission and values.

Unbound Academy is fully committed to adhering to all Pennsylvania labor and

education laws as we build our faculty team, ensuring that every staff member is appropriately vetted and qualified to contribute to our school's mission of delivering a high-quality online education to students in grades 4-8.

- F. Attach a report of criminal history record, pursuant to section 111 of the School Code (24 P.S. § 1-111) for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.**

Please see the response to E.

- G. Attach an official clearance statement regarding child injury or abuse from the Pennsylvania Department of Human Services 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.**

Please see the response to E.

- H. Describe the hiring procedures that have been developed, that ensure the hiring of certified, highly qualified teachers and other professional staff.**

At Unbound Academy, we have developed thorough hiring procedures to ensure that all educators and staff are highly qualified, certified, and aligned with the school's mission of fostering a love for learning, accelerating academic progress, and nurturing essential life skills in students.

The hiring process will begin with detailed job descriptions that outline the specific qualifications required for each role, particularly the need for Pennsylvania-certified teachers. These descriptions will be posted on various platforms, including education-focused job boards, professional networks, and Pennsylvania-specific recruitment websites, ensuring that we reach a wide pool of qualified candidates.

The selection process involves multiple stages to rigorously assess candidates. Initial screenings will evaluate whether applicants meet Pennsylvania certification requirements and hold the appropriate qualifications for their role. Candidates who pass this stage will undergo comprehensive interviews, during which we will assess their experience in virtual education, their ability to use technology effectively in a classroom, and their alignment with Unbound Academy's commitment to personalized, mastery-based learning.

All candidates must hold valid Pennsylvania teaching certifications, and Unbound Academy will verify these credentials as part of the hiring process. We will conduct thorough background checks in accordance with Pennsylvania's Child Protective Services Law, including FBI fingerprinting, state police

clearances, and child abuse history checks. These steps ensure that every staff member meets the legal requirements for working with children in Pennsylvania, safeguarding our students and maintaining compliance with state regulations.

Once hired, staff will receive ongoing professional development to ensure that they remain at the forefront of educational best practices, particularly in the online and mastery-based learning environments. Our onboarding process will introduce new Guides to our educational model, teaching strategies, and AI-based learning tools, ensuring that they are fully prepared to deliver high-quality instruction.

4. Code of Conduct

A. Discuss any rules or guidelines governing student behavior.

At Unbound Academy, our Code of Conduct will set clear expectations for student behavior, fostering a respectful, safe, and productive online learning environment. The code will be designed to ensure full compliance with Pennsylvania law, while also being compassionate, just, and supportive of student growth. Our approach emphasizes not only adherence to rules but also the development of responsible, ethical online behavior and life skills.

The Code of Conduct will address key areas such as respectful interaction with Guides (teachers) and peers, academic integrity, attendance, and active participation in our two-hour daily learning sessions. Students will be expected to communicate respectfully in all interactions, submit assignments on time, and engage fully in lessons. These guidelines are essential to building a positive community where students feel safe, supported, and motivated to learn.

Understanding the unique nature of online education, a strong focus will be placed on digital citizenship. We will educate students about the responsible use of technology, including topics such as online etiquette, safe browsing, protecting personal information, and preventing cyberbullying. Students will also learn about managing their online reputation. These lessons will be integrated into the curriculum through interactive discussions and role-playing activities, ensuring students understand the ethical and responsible use of digital tools.

Academic integrity is critical in our mastery-based learning model. Students will be expected to uphold honesty in all aspects of their coursework, avoiding plagiarism and cheating. Unbound Academy will provide clear guidance on what constitutes academic dishonesty and offer tools to help students produce original work. To maintain the integrity of our assessments, we will utilize secure, proctored environments, ensuring that all students meet the standards of our academic program.

Attendance and participation are fundamental to student success at Unbound Academy. Students will be required to attend daily online sessions regularly and participate actively to fully engage with the curriculum. Parents will be asked to notify the school in cases of absence, late arrival, or early dismissal, ensuring

continuity in each student's learning experience. Consistent attendance will be monitored closely, and students will receive support if attendance becomes an issue.

In cases where behavioral issues arise, our disciplinary procedures will prioritize fairness and due process. Students will have the opportunity to understand the impact of their actions, and discipline will be handled in a manner that emphasizes growth and learning. For minor infractions, we will employ restorative practices and positive reinforcement, with a focus on helping students address their behavior constructively. Communication with parents and the creation of individualized support plans will be key strategies for addressing ongoing or serious concerns.

Particular care will be taken with students with disabilities to ensure that disciplinary actions are consistent with their Individualized Education Programs (IEPs) and that they are treated fairly. We will comply with all state and federal laws governing the discipline of students with special needs, ensuring that no student is disciplined for behavior that is a manifestation of their disability.

B. Describe the cyber charter school's policies regarding student expulsion and suspension, including students with disabilities.

At Unbound Academy, our policies on suspension and expulsion will be designed to ensure fairness, transparency, and compliance with all applicable Pennsylvania and federal laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Our approach will emphasize restorative practices and positive behavioral interventions, aiming to reduce the need for exclusionary measures such as suspension or expulsion while maintaining a safe, supportive, and productive online learning environment.

For students facing disciplinary action, Unbound Academy will ensure that due process is followed at every stage. When a behavioral issue arises, we will first employ restorative measures, such as conversations and interventions to address the problem. If necessary, further disciplinary actions, including suspension or expulsion, may be considered, but only after all other interventions have been exhausted. Parents or guardians will be promptly notified of any serious disciplinary concerns, and students will have the right to be informed of the allegations, provide their response, and appeal any disciplinary decisions.

In cases of suspension, the school will consider short-term suspensions of up to three days for minor infractions and long-term suspensions of up to ten days for more serious offenses. Expulsion, which results in the removal of a student from school for more than ten days, will only be considered for severe or repeated violations. In all cases, our policies will include a clear appeals process, ensuring that students and families can contest decisions they feel are unfair.

For students with disabilities, Unbound Academy will fully comply with IDEA and Section 504. Before taking any significant disciplinary action, such as suspension or expulsion, we will conduct a manifestation determination review to determine whether the behavior in question is a direct result of the student's disability. If the behavior is found to be related to the disability, the student will not be expelled, and instead, we will adjust their support services and accommodations to better address their needs. This approach ensures that our disciplinary policies are fair and nondiscriminatory, providing the appropriate support for students with disabilities.

In alignment with Positive Behavior Interventions and Supports (PBIS), Unbound Academy's focus will be on fostering positive student behavior through clear expectations, positive recognition, and structured interventions. Our goal is to minimize the use of suspension or expulsion, instead prioritizing restorative practices that encourage students to take responsibility for their actions and rebuild relationships within the school community.

Additionally, our policies will integrate social-emotional learning (SEL), helping students develop critical skills such as self-awareness, responsible decision-making, and conflict resolution. By providing Guides with the training and tools necessary to support students' behavioral and emotional development, we aim to prevent issues from escalating to the point of requiring exclusionary discipline.

Our suspension and expulsion policies will be aligned with the laws and regulations governing charter schools, ensuring full legal compliance while upholding the rights and dignity of all students. Through clear communication with families, fair disciplinary procedures, and targeted interventions, Unbound Academy is committed to creating a just and compassionate online learning environment for all students.

C. Describe the cyber charter school's mandatory student attendance plan and how it fits with the code of conduct.

Unbound Academy's mandatory student attendance plan will be a crucial element in ensuring the success of our online educational model for students in grades 4-8. The plan will require students to log in daily to the learning management system (LMS), participate fully in scheduled sessions, and submit assignments on time. Attendance will be monitored electronically through the LMS, which will track student logins, engagement during lessons, and completion of assigned work. This system will allow the school to ensure that students remain actively involved in their education and will provide real-time data for Guides (teachers) to offer support when needed.

The attendance plan will align closely with Unbound Academy's code of conduct,

reinforcing core values such as responsibility, punctuality, and active engagement in the learning process. Regular attendance will be essential not only for academic success but also for fostering discipline and a commitment to learning. By holding students accountable for consistent attendance and meaningful participation, we will promote a culture of personal growth and respect for both the learning community and their educational responsibilities.

During online sessions, students will be expected to follow behavior guidelines that promote a focused and respectful learning environment. These expectations will include attending sessions on time, participating actively, and adhering to online etiquette rules. The code of conduct will emphasize that attendance means more than simply logging in; it will require students to engage positively in the virtual classroom and contribute to their own learning.

If attendance or engagement issues arise, Unbound Academy will have procedures in place to address them promptly and fairly. Initial steps will include reaching out to parents or guardians to identify barriers and discussing strategies for improving attendance. Personalized interventions will be developed, such as adjustments to the student's learning plan or additional academic support. If these interventions do not resolve the issue, we will apply disciplinary measures in accordance with the code of conduct. These measures will be implemented with fairness and transparency, ensuring that students have due process throughout.

For students with disabilities, we will take particular care to ensure that attendance expectations are appropriate and that any interventions respect their Individualized Education Programs (IEPs) or Section 504 plans. Attendance issues related to a student's disability will be addressed in compliance with the Individuals with Disabilities Education Act (IDEA), ensuring that necessary accommodations are made before any disciplinary action is considered.

Unbound Academy's attendance plan will comply with Pennsylvania's compulsory attendance laws, ensuring that students meet the state's requirements for regular school participation. The school will ensure that attendance policies align with legal obligations for cyber charter schools, which require consistent monitoring and documentation of student engagement in the online learning environment.

5. Timetable

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

To ensure the successful opening of Unbound Academy in August 2025, we have developed a detailed timetable outlining the projected steps and key milestones. This timeline aligns with Pennsylvania's charter application process and ensures compliance with state regulations, including the Charter School

Law.

1. Charter Application Submission (October 1, 2024)

The charter application is submitted on October 1, 2024. Leading up to this submission, we completed extensive preparations, including gathering necessary documentation, conducting community outreach, and finalizing the educational model. The application includes comprehensive details about our curriculum, staffing plan, budget, and community support, in full compliance with Pennsylvania's requirements.

2. Review, Revision, and Resubmission (October 2024 - May 2025)

The Pennsylvania Department of Education (PDE) will begin the review process for cyber charter applicants, including public hearings and feedback. We anticipate receiving initial feedback by early 2025. Based on this, we will make one revision and resubmit the application by March 2025. A final decision is expected by May 2025, allowing time to move forward with preparations for opening in August 2025.

3. Deployment of 2hr Learning Curriculum and Technology Platform (January 2025 - July 2025)

From January 2025 to July 2025, Unbound Academy will deploy the 2hr Learning curriculum and online learning platform. The curriculum will be fully aligned with Pennsylvania educational standards for grades 4-8, focusing on mastery-based progression and life skills development. Since the curriculum and platform are provided by 2hr Learning, our role will involve implementing these resources, ensuring that Guides (teachers) are trained in the use of the technology and teaching methods. Testing and quality assurance of the online platform will occur between May and July 2025 to ensure it is fully operational and ready for student use.

4. Faculty and Staff Recruitment (March 2025 - June 2025)

Recruitment for Guides and other key personnel will begin in March 2025. We will prioritize hiring certified, highly qualified educators experienced in virtual education. All new staff will undergo the mandatory background checks required by Pennsylvania's Child Protective Services Law. Following recruitment, staff will participate in a comprehensive training program beginning in June 2025, focusing on the 2hr Learning curriculum, online tools, and student support systems.

5. Student Enrollment and Marketing (March 2025 - July 2025)

Marketing to prospective students in grades 4-8 will begin in March 2025, with enrollment officially opening in May 2025. Our goal is to enroll 500 students for

the inaugural year. The enrollment process will be conducted online, and we will host orientation sessions throughout July 2025 to familiarize students and families with the platform and learning expectations.

6. Final Preparations and School Opening (July 2025 - August 2025)

In July 2025, we will finalize all preparations, including student schedules, Guide readiness, and technology systems. Orientation for students and families will ensure they are fully prepared for the online learning environment. By August 2025, Unbound Academy will be ready to open its virtual doors, with all systems in place to support our students in a successful academic year.

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 cyber charter school:

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

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the cyber charter school. **Preliminary clearances on all these requirements should be obtained prior to a lease being executed.**

Unbound Academy will comply with all applicable safety, health, and regulatory requirements as mandated by federal, state, and local laws. We will be a fully virtual school; all instruction will take place online, and no students will be present in our administrative office, which will serve as a small operational hub for staff. We will ensure that our administrative office meets all applicable safety standards, including inspections by a local building inspector and fire department. Any required certificates, licenses, or occupancy permits will be obtained prior to leasing the office space. Our courses will not involve the use of explosives or flammable materials.

7. School Health Services

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

Unbound Academy will comply fully with the health services requirements under Article XIV of the Pennsylvania School Code. Article XIV mandates that schools

provide essential health services such as vision, hearing, and growth screenings, and ensure compliance with immunization requirements for all enrolled students. Since our students will not attend a physical school building, we will ensure access to these services by leveraging our outsourced network of professionals, which includes a registered nurse. This nurse will coordinate health services, including ensuring that screenings and immunization documentation are up to date for all students, as required by Pennsylvania law.

Additionally, Unbound Academy will ensure that any health services needed for students with disabilities are incorporated into their Individualized Education Programs (IEPs), in compliance with both state and federal regulations such as the Individuals with Disabilities Education Act (IDEA). Our Guides (teachers) will receive basic training to identify potential health issues, although they are not a substitute for licensed health professionals.

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

Unbound Academy will comply fully with Pennsylvania law regarding the provision of school nursing services, even in our fully virtual setting. While students will not be present in a physical building, we will ensure that students with medical needs receive appropriate support through our outsourced network of healthcare professionals, including a registered nurse.

If a student requires medication during school hours, only licensed professionals, such as a registered nurse (RN) or licensed practical nurse (LPN) can administer medications. Since we are a cyber school and cannot administer medication directly, we will coordinate with families and their local healthcare providers to ensure that students' medical needs are met at home or through external arrangements. Parents will be responsible for managing medications, with guidance from our nursing staff if needed.

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Language Arts

4th grade

Our 4th grade Language Arts course, aligned with Pennsylvania Academic Standards, offers a comprehensive approach to literacy development. Students enhance their reading skills through a focus on accuracy, fluency, and comprehension of grade-level texts. The curriculum emphasizes critical thinking as students learn to determine main ideas, make inferences, and analyze text structure. Writing instruction covers informative, opinion, and narrative pieces, with attention to organization, supporting details, and precise language. Students develop their vocabulary through context clues and word study strategies. The course integrates technology for research and publishing, fostering digital literacy. Throughout the year, students engage with diverse literary and informational texts, comparing themes and perspectives across cultures. Our interactive approach encourages collaborative learning and independent reading. By year's end, students will demonstrate improved reading comprehension, writing proficiency, and analytical skills, preparing them for more advanced language arts challenges in subsequent grades.

Standard Code	Standard Description	Lesson Name
CC.1.1.4.D	Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.1.1.4.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Determine the meaning of a word with pre-, re-, or mis-
CC.1.1.4.E	Read with accuracy and fluency to support comprehension	
CC.1.1.4.E.1	Read on-level text with purpose and understanding.	Read fantasy with illustrations
CC.1.1.4.E.1	Read on-level text with purpose and understanding.	Read realistic fiction with illustrations
CC.1.1.4.E.1	Read on-level text with purpose and understanding.	Read science fiction with illustrations
CC.1.1.4.E.2	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Find words using context
CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Determine the meaning of words using synonyms in context
CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to identify the meaning of a word
CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Determine the meaning of domain-specific words with pictures

CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use academic vocabulary in context
CC.1.2.4.A	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Use key details to determine the main idea
CC.1.2.4.A	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea of a passage
CC.1.2.4.A	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Identify supporting details in informational texts
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.	Determine the order of events in informational texts
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.	Compare and contrast in informational texts
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.	Match causes and effects in informational texts
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.	Match problems with their solutions
CC.1.2.4.C	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	Determine the order of events in informational texts
CC.1.2.4.C	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	Compare and contrast in informational texts
CC.1.2.4.C	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	Match causes and effects in informational texts
CC.1.2.4.C	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	Match problems with their solutions
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.	
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Determine the order of events in informational texts
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Compare and contrast in informational texts
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Match causes and effects in informational texts
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Match problems with their solutions
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Identify text structures
CC.1.2.4.F	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Use academic vocabulary in context
CC.1.2.4.G	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	Read graphic organizers
CC.1.2.4.G	Interpret various presentations of information within a text or digital source and explain how the	Select and use text features

	information contributes to an understanding of text in which it appears.	
CC.1.2.4.H	Explain how an author uses reasons and evidence to support particular points in a text.	Identify supporting details in informational texts
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Combine main ideas from two texts
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Compare information from two texts
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Organize information by topic
CC.1.2.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Find words using context
CC.1.2.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Determine the meaning of words using synonyms in context
CC.1.2.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Use context to identify the meaning of a word
CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Determine the meaning of words using synonyms in context
CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Use context to identify the meaning of a word
CC.1.2.4.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Identify the purpose of a text
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.	Determine the themes of myths, fables, and folktales
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.	Read poetry
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.	Use actions and dialogue to understand characters
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.	Compare and contrast characters
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.	Draw inferences from a text
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.	Make predictions about a story
CC.1.3.4.C	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Distinguish points of view
CC.1.3.4.C	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Use actions and dialogue to understand characters
CC.1.3.4.C	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Compare and contrast characters
CC.1.3.4.C	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Show character emotions and traits
CC.1.3.4.D	Compare and contrast an event or topic told from two different points of view.	Distinguish points of view
CC.1.3.4.D	Compare and contrast an event or topic told from two different points of view.	Identify the narrative point of view

CC.1.3.4.E	Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	Label the rhyme scheme
CC.1.3.4.E	Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	Identify elements of poetry
CC.1.3.4.E	Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	Read drama
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Find words using context
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Determine the meaning of words using synonyms in context
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Use context to identify the meaning of a word
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Use academic vocabulary in context
CC.1.3.4.G	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Compare mythological illustrations
CC.1.3.4.H	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	Determine the themes of myths, fables, and folktales
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Multiple-meaning words with pictures
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Which definition matches the sentence?
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Which sentence matches the definition?
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Find words using context
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Determine the meaning of words using synonyms in context
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Use context to identify the meaning of a word
CC.1.3.4.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Identify story elements
CC.1.3.4.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Summarize a story
CC.1.4.4.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CC.1.4.4.B	Identify and introduce the topic clearly.	Use key details to determine the main idea
CC.1.4.4.B	Identify and introduce the topic clearly.	Determine the main idea of a passage
CC.1.4.4.B	Identify and introduce the topic clearly.	Choose the best topic sentence
CC.1.4.4.C	Develop the topic with facts, definitions, concrete details, quotations, or other information and	Read graphic organizers

	examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	
CC.1.4.4.D	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Determine the main idea of a passage
CC.1.4.4.D	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Combine main ideas from two texts
CC.1.4.4.E	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Revise the sentence using a stronger verb
CC.1.4.4.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long a word: silent e, ai, ay, ea, ey, eigh
CC.1.4.4.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long e word: silent e, ee, ea, ie
CC.1.4.4.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long i word: silent e, ie, y, igh, ind, ild
CC.1.4.4.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long o word: silent e, oa, ow, old, ost, olt
CC.1.4.4.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long u word: silent e, ue, oo, ew, ui
CC.1.4.4.G	Write opinion pieces on topics or texts.	
CC.1.4.4.H	Introduce the topic and state an opinion on the topic.	Choose the best topic sentence
CC.1.4.4.H	Introduce the topic and state an opinion on the topic.	Distinguish facts from opinions
CC.1.4.4.H	Introduce the topic and state an opinion on the topic.	Identify an author's statement of opinion
CC.1.4.4.I	Provide reasons that are supported by facts and details.	Distinguish facts from opinions
CC.1.4.4.I	Provide reasons that are supported by facts and details.	Identify an author's statement of opinion
CC.1.4.4.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.	Identify the purpose of a text
CC.1.4.4.K	Choose words and phrases to convey ideas precisely.	Which sentence is more formal?
CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long a word: silent e, ai, ay, ea, ey, eigh
CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long e word: silent e, ee, ea, ie
CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long i word: silent e, ie, y, igh, ind, ild
CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long o word: silent e, oa, ow, old, ost, olt
CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long u word: silent e, ue, oo, ew, ui

CC.1.4.4.M	Write narratives to develop real or imagined experiences or events.	
CC.1.4.4.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.	Identify the narrative point of view
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Sort sensory details
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Identify sensory details
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Revise the sentence using a stronger verb
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Add imagery to stories
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Use personification
CC.1.4.4.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Put the sentences in order
CC.1.4.4.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Identify time-order words
CC.1.4.4.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Choose the best transition
CC.1.4.4.Q	Choose words and phrases to convey ideas precisely.	Sort sensory details
CC.1.4.4.Q	Choose words and phrases to convey ideas precisely.	Identify sensory details
CC.1.4.4.Q	Choose words and phrases to convey ideas precisely.	Revise the sentence using a stronger verb
CC.1.4.4.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long a word: silent e, ai, ay, ea, ey, eigh
CC.1.4.4.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long e word: silent e, ee, ea, ie
CC.1.4.4.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long i word: silent e, ie, y, igh, ind, ild
CC.1.4.4.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long o word: silent e, oa, ow, old, ost, olt
CC.1.4.4.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Spell the long u word: silent e, ue, oo, ew, ui
CC.1.4.4.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	Read drama

CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Put the sentences in order
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Order items from most general to most specific
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Organize information by topic
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Remove the sentence that does not belong
CC.1.4.4.U	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
CC.1.4.4.V	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
CC.1.4.4.W	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Organize information by topic
CC.1.4.4.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

5th grade

Our 5th grade Language Arts course, aligned with Pennsylvania Academic Standards, builds on foundational skills while introducing more complex literacy concepts. Students develop advanced reading strategies, focusing on multiple main ideas, textual evidence, and comparative analysis of different accounts of the same event. The curriculum emphasizes critical thinking through the study of text structure, figurative language, and author's use of reasons and evidence. Writing instruction covers informative, opinion, and narrative pieces, with increased attention to style, organization, and the integration of information from multiple sources. Students expand their vocabulary, focusing on words that signal logical relationships. The course incorporates multimedia elements, enhancing students' understanding of visual literacy. Throughout the year, students engage with diverse texts, comparing approaches to similar themes across genres. Our interactive approach encourages independent reading and collaborative learning. By year's end, students will demonstrate advanced reading comprehension, sophisticated writing skills, and the ability to analyze and synthesize information from various sources, preparing them for the increasing complexity of middle school language arts.

Standard Code	Standard Description	Lesson Name
CC.1.1.5.D	Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.1.1.5.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Words with pre-

CC.1.1.5.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Words with re-
CC.1.1.5.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Words with sub-
CC.1.1.5.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Words with mis-
CC.1.1.5.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Words with un-, dis-, in-, im-, and non-
CC.1.1.5.E	Read with accuracy and fluency to support comprehension	
CC.1.1.5.E.1	Read on-level text with purpose and understanding.	Read fantasy with illustrations
CC.1.1.5.E.1	Read on-level text with purpose and understanding.	Read realistic fiction with illustrations
CC.1.1.5.E.1	Read on-level text with purpose and understanding.	Read historical fiction with illustrations
CC.1.1.5.E.2	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Find words using context
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Determine the meaning of words using synonyms in context
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to identify the meaning of a word
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Determine the meaning of domain-specific words with pictures
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use academic vocabulary in context
CC.1.2.5.A	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Use key details to determine the main idea
CC.1.2.5.A	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine the main idea of a passage
CC.1.2.5.A	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Combine main ideas from two texts
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Determine the order of events in informational texts
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Compare and contrast in informational texts
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Match causes and effects in informational texts
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Match problems with their solutions
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Determine the order of events in informational texts

CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Compare and contrast in informational texts
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Match causes and effects in informational texts
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Match problems with their solutions
CC.1.2.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Compare and contrast points of view
CC.1.2.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Compare information from two texts
CC.1.2.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Distinguish facts from opinions
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Determine the order of events in informational texts
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Compare and contrast in informational texts
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Match causes and effects in informational texts
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Match problems with their solutions
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Identify text structures
CC.1.2.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Use academic vocabulary in context
CC.1.2.5.G	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Read graphic organizers
CC.1.2.5.G	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Select and use text features
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.	Identify supporting details in informational texts
CC.1.2.5.I	Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Combine main ideas from two texts
CC.1.2.5.I	Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Compare information from two texts
CC.1.2.5.I	Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Organize information by topic
CC.1.2.5.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Use academic vocabulary in context
CC.1.2.5.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.	Use academic vocabulary in context

CC.1.2.5.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Identify the purpose of a text
CC.1.3.5.A	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine the themes of short stories
CC.1.3.5.A	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Read poetry
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Use actions and dialogue to understand characters
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Compare and contrast characters
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Draw inferences from a text
CC.1.3.5.C	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Compare and contrast characters
CC.1.3.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Compare and contrast points of view
CC.1.3.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Identify the narrative point of view
CC.1.3.5.E	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Label the rhyme scheme
CC.1.3.5.E	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Identify elements of poetry
CC.1.3.5.E	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Read drama
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Find words using context
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Determine the meaning of words using synonyms in context
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Use context to identify the meaning of a word
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Use academic vocabulary in context
CC.1.3.5.G	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare mythological illustrations
CC.1.3.5.H	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	Determine the themes of short stories
CC.1.3.5.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Use academic vocabulary in context
CC.1.3.5.J	Acquire and use accurately grade-appropriate conversational, general academic, and	Use academic vocabulary in context

	domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	
CC.1.3.5.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Identify story elements
CC.1.3.5.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Summarize a story
CC.1.4.5.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CC.1.4.5.B	Identify and introduce the topic clearly.	Use key details to determine the main idea
CC.1.4.5.B	Identify and introduce the topic clearly.	Determine the main idea of a passage
CC.1.4.5.B	Identify and introduce the topic clearly.	Choose the best topic sentence
CC.1.4.5.C	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	Distinguish facts from opinions
CC.1.4.5.D	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Put the sentences in order
CC.1.4.5.D	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Organize information by topic
CC.1.4.5.E	Write with an awareness of style.	
CC.1.4.5.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Revise the sentence using a stronger verb
CC.1.4.5.E.2	Use sentences of varying length.	Identify dependent and independent clauses
CC.1.4.5.E.2	Use sentences of varying length.	Is the sentence simple or compound?
CC.1.4.5.E.2	Use sentences of varying length.	Is the sentence simple, compound, or complex?
CC.1.4.5.E.2	Use sentences of varying length.	Create compound sentences
CC.1.4.5.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Use coordinating conjunctions
CC.1.4.5.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Identify coordinating conjunctions
CC.1.4.5.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Identify subordinating conjunctions
CC.1.4.5.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Use the correct pair of correlative conjunctions
CC.1.4.5.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Fill in the missing correlative conjunction
CC.1.4.5.G	Write opinion pieces on topics or texts.	
CC.1.4.5.H	Introduce the topic and state an opinion on the topic.	Choose the best topic sentence
CC.1.4.5.H	Introduce the topic and state an opinion on the topic.	Distinguish facts from opinions
CC.1.4.5.H	Introduce the topic and state an opinion on the topic.	Identify an author's statement of opinion
CC.1.4.5.I	Provide reasons that are supported by facts and details; draw from credible sources.	Distinguish facts from opinions

CC.1.4.5.I	Provide reasons that are supported by facts and details; draw from credible sources.	Identify an author's statement of opinion
CC.1.4.5.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.	Identify the purpose of a text
CC.1.4.5.K	Write with an awareness of style.	
CC.1.4.5.K.1	Use sentences of varying length.	Identify dependent and independent clauses
CC.1.4.5.K.1	Use sentences of varying length.	Is the sentence simple or compound?
CC.1.4.5.K.1	Use sentences of varying length.	Is the sentence simple, compound, or complex?
CC.1.4.5.K.1	Use sentences of varying length.	Create compound sentences
CC.1.4.5.K.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Use coordinating conjunctions
CC.1.4.5.K.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Use the correct pair of correlative conjunctions
CC.1.4.5.K.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Fill in the missing correlative conjunction
CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Use coordinating conjunctions
CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Identify coordinating conjunctions
CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Identify subordinating conjunctions
CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Use the correct pair of correlative conjunctions
CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Fill in the missing correlative conjunction
CC.1.4.5.M	Write narratives to develop real or imagined experiences or events.	
CC.1.4.5.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.	Identify the narrative point of view
CC.1.4.5.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Sort sensory details
CC.1.4.5.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Identify sensory details
CC.1.4.5.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Revise the sentence using a stronger verb
CC.1.4.5.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Add imagery to stories
CC.1.4.5.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Use personification

CC.1.4.5.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Put the sentences in order
CC.1.4.5.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Choose the best transition
CC.1.4.5.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Identify time-order words
CC.1.4.5.Q	Write with an awareness of style.	
CC.1.4.5.Q.1	Use sentences of varying length.	Identify dependent and independent clauses
CC.1.4.5.Q.1	Use sentences of varying length.	Is the sentence simple or compound?
CC.1.4.5.Q.1	Use sentences of varying length.	Is the sentence simple, compound, or complex?
CC.1.4.5.Q.1	Use sentences of varying length.	Create compound sentences
CC.1.4.5.Q.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Use coordinating conjunctions
CC.1.4.5.Q.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Use the correct pair of correlative conjunctions
CC.1.4.5.Q.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Fill in the missing correlative conjunction
CC.1.4.5.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Use coordinating conjunctions
CC.1.4.5.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Identify coordinating conjunctions
CC.1.4.5.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Identify subordinating conjunctions
CC.1.4.5.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Use the correct pair of correlative conjunctions
CC.1.4.5.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Fill in the missing correlative conjunction
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	Determine the main idea of a passage
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	Combine main ideas from two texts
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Put the sentences in order
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Order items from most general to most specific
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Organize information by topic
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Remove the sentence that does not belong

CC.1.4.5.U	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
CC.1.4.5.V	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Identify and correct plagiarism
CC.1.4.5.W	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Organize information by topic
CC.1.4.5.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	

6th grade

Our 6th grade Language Arts course, aligned with Pennsylvania Academic Standards, focuses on developing critical reading, writing, and analytical skills. Students learn to identify central ideas and themes in both literary and informational texts, citing textual evidence to support their analyses. The curriculum emphasizes understanding the author's purpose, text structure, and figurative language. Students compare information across different media formats and evaluate authors' arguments. Writing instruction covers informative, argumentative, and narrative pieces, with attention to organization, style, and the use of evidence. The course integrates technology for research and publishing, enhancing digital literacy. Throughout the year, students engage with diverse texts, comparing approaches to similar themes across genres and media. Our approach balances independent reading with collaborative learning. By year's end, students will demonstrate advanced comprehension skills, write with greater sophistication, and think critically about various texts, preparing them for the increasing complexity of middle school language arts.

Standard Code	Standard Description	Lesson Name
CC.1.2.6.A	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine the main idea of a passage
CC.1.2.6.A	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Trace an argument
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Compare and contrast in informational texts
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Match causes and effects in informational texts
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Match problems with their solutions
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Trace an argument

CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Compare information from two texts
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Identify supporting details in informational texts
CC.1.2.6.C	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Compare and contrast in informational texts
CC.1.2.6.C	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Match causes and effects in informational texts
CC.1.2.6.C	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Match problems with their solutions
CC.1.2.6.D	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Identify the author's purpose
CC.1.2.6.D	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine the author's point of view
CC.1.2.6.D	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Trace an argument
CC.1.2.6.D	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Compare information from two texts
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters, or sections.	Compare and contrast in informational texts
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters, or sections.	Match causes and effects in informational texts
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters, or sections.	Match problems with their solutions
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters, or sections.	Identify text structures
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.	Find words using context
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.	Determine the meaning of words using synonyms in context
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.	Determine the meaning of words using antonyms in context
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.	Use context to identify the meaning of a word
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.	Use academic vocabulary in context: informational
CC.1.2.6.G	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Read graphic organizers
CC.1.2.6.H	Evaluate an author's argument by examining claims and determining if they are supported by evidence.	Trace an argument
CC.1.2.6.H	Evaluate an author's argument by examining claims and determining if they are supported by evidence.	Classify logical fallacies
CC.1.2.6.H	Evaluate an author's argument by examining claims and determining if they are supported by evidence.	Identify supporting details in informational texts

CC.1.2.6.I	Examine how two authors present similar information in different types of text.	Compare information from two texts
CC.1.2.6.I	Examine how two authors present similar information in different types of text.	Compare two texts with different genres
CC.1.2.6.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of domain-specific words with pictures
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Use academic vocabulary in context: informational
CC.1.2.6.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Determine the central idea of a passage
CC.1.3.6.A	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Match the quotations with their themes
CC.1.3.6.A	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine the themes of short stories
CC.1.3.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Draw inferences from literary texts
CC.1.3.6.C	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	Analyze short stories
CC.1.3.6.D	Determine an author's purpose in a text and explain how it is conveyed in a text.	Identify the narrative point of view
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Match the quotations with their themes
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Determine the themes of short stories
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Find words using context
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Determine the meaning of words using synonyms in context
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Determine the meaning of words using antonyms in context
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Use context to identify the meaning of a word
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Use academic vocabulary in context: literary
CC.1.3.6.G	Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.	
CC.1.3.6.H	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	Determine the themes of short stories
CC.1.3.6.H	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	Compare two texts with different genres
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Interpret the meaning of an allusion from its source
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based	Interpret figures of speech

	on grade-level reading and content, choosing flexibly from a range of strategies and tools.	
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Determine the meaning of idioms from context: set 1
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Determine the meaning of idioms from context: set 2
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Determine the meanings of similes
CC.1.3.6.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of domain-specific words with pictures
CC.1.3.6.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Determine the themes of short stories
CC.1.3.6.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Analyze short stories
CC.1.4.6.A	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	
CC.1.4.6.B	Identify and introduce the topic for the intended audience.	Order topics from broadest to narrowest
CC.1.4.6.B	Identify and introduce the topic for the intended audience.	Choose the best topic sentence
CC.1.4.6.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Distinguish facts from opinions
CC.1.4.6.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Identify text structures
CC.1.4.6.E	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.6.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Revise the sentence using a stronger verb
CC.1.4.6.E.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.6.E.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.6.E.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, or complex?
CC.1.4.6.E.3	Develop and maintain a consistent voice.	Which sentence is more formal?
CC.1.4.6.E.3	Develop and maintain a consistent voice.	Compare passages for tone
CC.1.4.6.E.3	Develop and maintain a consistent voice.	Positive and negative connotation
CC.1.4.6.E.4	Establish and maintain a formal style.	Which sentence is more formal?
CC.1.4.6.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.6.G	Write arguments to support claims.	
CC.1.4.6.H	Introduce and state an opinion on a topic.	Distinguish facts from opinions
CC.1.4.6.H	Introduce and state an opinion on a topic.	Which is a thesis statement?
CC.1.4.6.H	Introduce and state an opinion on a topic.	Identify an author's statement of opinion

CC.1.4.6.I	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	Choose evidence to support a claim
CC.1.4.6.I	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	Identify supporting details in informational texts
CC.1.4.6.I	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	Identify supporting details in literary texts
CC.1.4.6.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.	Organize information by topic
CC.1.4.6.K	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.6.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Revise the sentence using a stronger verb
CC.1.4.6.K.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.6.K.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.6.K.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, or complex?
CC.1.4.6.K.3	Develop and maintain a consistent voice	Which sentence is more formal?
CC.1.4.6.K.3	Develop and maintain a consistent voice	Compare passages for tone
CC.1.4.6.K.3	Develop and maintain a consistent voice	Positive and negative connotation
CC.1.4.6.K.4	Establish and maintain a formal style.	Which sentence is more formal?
CC.1.4.6.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.6.M	Write narratives to develop real or imagined experiences or events.	
CC.1.4.6.N	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	Identify the narrative point of view
CC.1.4.6.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Add imagery to stories
CC.1.4.6.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Identify sensory details
CC.1.4.6.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Revise the sentence using a stronger verb
CC.1.4.6.P	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.	Put the sentences in order
CC.1.4.6.P	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.	Transitions with conjunctive adverbs
CC.1.4.6.P	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or	Choose the best transition

	setting to another; provide a conclusion that follows from the narrated experiences and events.	
CC.1.4.6.Q	Write with an awareness of the stylistic aspects of writing.	
CC.1.4.6.Q.1	Vary sentence patterns for meaning, reader/listener interest, and style.	Create varied sentences based on models
CC.1.4.6.Q.1	Vary sentence patterns for meaning, reader/listener interest, and style.	Identify dependent and independent clauses
CC.1.4.6.Q.1	Vary sentence patterns for meaning, reader/listener interest, and style.	Is the sentence simple, compound, or complex?
CC.1.4.6.Q.2	Use precise language.	Revise the sentence using a stronger verb
CC.1.4.6.Q.2	Use precise language.	Choose the synonym
CC.1.4.6.Q.2	Use precise language.	Describe the difference between related words
CC.1.4.6.Q.2	Use precise language.	Positive and negative connotation
CC.1.4.6.Q.3	Develop and maintain a consistent voice.	Which sentence is more formal?
CC.1.4.6.Q.3	Develop and maintain a consistent voice.	Compare passages for tone
CC.1.4.6.Q.3	Develop and maintain a consistent voice.	Positive and negative connotation
CC.1.4.6.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.6.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Determine the main idea of a passage
CC.1.4.6.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Combine main ideas from two texts
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Order topics from broadest to narrowest
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Organize information by topic
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Remove the sentence that does not belong
CC.1.4.6.U	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
CC.1.4.6.V	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
CC.1.4.6.W	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Determine the main idea of a passage
CC.1.4.6.W	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Identify relevant sources
CC.1.4.6.W	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Evaluate newspaper headlines for bias
CC.1.4.6.X	Write routinely over extended time frames (time for research, reflection, and revision) and	

	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
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7th grade

Our 7th grade Language Arts course, aligned with Pennsylvania Academic Standards, develops advanced literacy and critical thinking skills. Students analyze complex texts, citing multiple evidence pieces to support interpretations. They examine author perspectives, evaluate arguments, and compare texts across media formats. Writing instruction covers informative, argumentative, and narrative pieces, emphasizing sophisticated organization, style, and voice. Students learn to address opposing viewpoints and use precise language. The curriculum integrates technology for research, collaboration, and publishing, enhancing digital literacy. Throughout the year, students explore connections between fiction and historical accounts, analyzing how authors use or alter history. Our approach balances independent reading with collaborative learning, encouraging engagement with increasingly complex texts. By year's end, students will demonstrate advanced reading comprehension, write with greater sophistication and audience awareness, and think critically about diverse texts and media. This course prepares students for the analytical and communicative demands of high school language arts.

Standard Code	Standard Description	Lesson Name
CC.1.2.7.A	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine the main idea of a passage
CC.1.2.7.A	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Trace an argument
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Compare and contrast in informational texts
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Match causes and effects in informational texts
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Match problems with their solutions
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Trace an argument
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Compare information from two texts
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Identify supporting details in informational texts
CC.1.2.7.C	Analyze the interactions between individuals, events, and ideas in a text.	Compare and contrast in informational texts
CC.1.2.7.C	Analyze the interactions between individuals, events, and ideas in a text.	Match causes and effects in informational texts
CC.1.2.7.C	Analyze the interactions between individuals, events, and ideas in a text.	Match problems with their solutions
CC.1.2.7.D	Determine an author's point of view or purpose in a text and analyze how the author	Identify the author's purpose

	distinguishes his or her position from that of others.	
CC.1.2.7.D	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine the author's point of view
CC.1.2.7.D	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Trace an argument
CC.1.2.7.D	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Compare information from two texts
CC.1.2.7.E	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	Compare and contrast in informational texts
CC.1.2.7.E	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	Match causes and effects in informational texts
CC.1.2.7.E	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	Match problems with their solutions
CC.1.2.7.E	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	Identify text structures
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.	Find words using context
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.	Determine the meaning of words using synonyms in context
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.	Determine the meaning of words using antonyms in context
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.	Use context to identify the meaning of a word
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.	Use academic vocabulary in context: informational
CC.1.2.7.G	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
CC.1.2.7.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	Trace an argument
CC.1.2.7.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	Classify logical fallacies
CC.1.2.7.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	Identify supporting details in informational texts
CC.1.2.7.I	Analyze how two or more authors present and interpret facts on the same topic.	Compare information from two texts
CC.1.2.7.I	Analyze how two or more authors present and interpret facts on the same topic.	Compare two texts with different genres
CC.1.2.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Find words using context
CC.1.2.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words	Determine the meaning of words using synonyms in

	and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	context
CC.1.2.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of words using antonyms in context
CC.1.2.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Use context to identify the meaning of a word
CC.1.2.7.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Use academic vocabulary in context: informational
CC.1.2.7.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Determine the main idea of a passage
CC.1.3.7.A	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Match the quotations with their themes
CC.1.3.7.A	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine the themes of short stories
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Draw inferences from literary texts
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	Analyze short stories
CC.1.3.7.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Identify the narrative point of view
CC.1.3.7.E	Analyze how the structure or form of a text contributes to its meaning.	
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	Find words using context
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	Determine the meaning of words using synonyms in context
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	Determine the meaning of words using antonyms in context
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	Use context to identify the meaning of a word
CC.1.3.7.G	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
CC.1.3.7.H	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare two texts with different genres
CC.1.3.7.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Interpret the meaning of an allusion from its source
CC.1.3.7.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Interpret figures of speech

CC.1.3.7.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Analyze the effects of figures of speech on meaning and tone
CC.1.3.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Find words using context
CC.1.3.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of words using synonyms in context
CC.1.3.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of words using antonyms in context
CC.1.3.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Use context to identify the meaning of a word
CC.1.3.7.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Determine the themes of short stories
CC.1.3.7.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Analyze short stories
CC.1.4.7.A	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.	Order topics from broadest to narrowest
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.	Choose the topic sentence that best captures the main idea
CC.1.4.7.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Distinguish facts from opinions
CC.1.4.7.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Compare and contrast in informational texts
CC.1.4.7.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Compare information from two texts
CC.1.4.7.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Compare two texts with different genres
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.7.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Choose the synonym
CC.1.4.7.E.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.7.E.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.7.E.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, complex, or

		compound-complex?
CC.1.4.7.E.2	Use sentences of varying lengths and complexities.	Combine sentences using relative clauses
CC.1.4.7.E.3	Develop and maintain a consistent voice.	Which sentence is more formal?
CC.1.4.7.E.3	Develop and maintain a consistent voice.	Compare passages for tone
CC.1.4.7.E.3	Develop and maintain a consistent voice.	Positive and negative connotation
CC.1.4.7.E.4	Establish and maintain a formal style.	Which sentence is more formal?
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.7.G	Write arguments to support claims.	
CC.1.4.7.H	Introduce and state an opinion on a topic.	Distinguish facts from opinions
CC.1.4.7.H	Introduce and state an opinion on a topic.	Identify thesis statements
CC.1.4.7.I	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	Distinguish facts from opinions
CC.1.4.7.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	Organize information by topic
CC.1.4.7.K	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.7.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Order topics from broadest to narrowest
CC.1.4.7.K.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.7.K.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.7.K.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, complex, or compound-complex?
CC.1.4.7.K.2	Use sentences of varying lengths and complexities.	Combine sentences using relative clauses
CC.1.4.7.K.3	Develop and maintain a consistent voice.	Which sentence is more formal?
CC.1.4.7.K.3	Develop and maintain a consistent voice.	Compare passages for tone
CC.1.4.7.K.3	Develop and maintain a consistent voice.	Positive and negative connotation
CC.1.4.7.K.4	Establish and maintain a formal style.	Which sentence is more formal?
CC.1.4.7.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.7.M	Write narratives to develop real or imagined experiences or events.	
CC.1.4.7.N	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Identify the narrative point of view
CC.1.4.7.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Identify sensory details
CC.1.4.7.P	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or	Transitions with conjunctive adverbs

	setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.	
CC.1.4.7.Q	Write with an awareness of the stylistic aspects of writing.	
CC.1.4.7.Q.1	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Remove redundant words or phrases
CC.1.4.7.Q.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.7.Q.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.7.Q.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, complex, or compound-complex?
CC.1.4.7.Q.2	Use sentences of varying lengths and complexities.	Combine sentences using relative clauses
CC.1.4.7.Q.3	Use precise language.	Order topics from broadest to narrowest
CC.1.4.7.Q.4	Develop and maintain a consistent voice.	Which sentence is more formal?
CC.1.4.7.Q.4	Develop and maintain a consistent voice.	Compare passages for tone
CC.1.4.7.Q.4	Develop and maintain a consistent voice.	Positive and negative connotation
CC.1.4.7.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Determine the main idea of a passage
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Order topics from broadest to narrowest
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Organize information by topic
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Remove the sentence that does not belong
CC.1.4.7.U	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
CC.1.4.7.V	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
CC.1.4.7.W	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Determine the main idea of a passage
CC.1.4.7.W	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Identify relevant sources

CC.1.4.7.W	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Evaluate newspaper headlines for bias
CC.1.4.7.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

8th grade

Our 8th grade Language Arts course, aligned with Pennsylvania Academic Standards, refines critical reading, writing, and analytical skills. Students analyze central ideas and themes across texts, evaluating author perspectives and use of language. The curriculum emphasizes comparing texts with conflicting information and analyzing how structure contributes to meaning. Writing instruction covers informative, argumentative, and narrative pieces, focusing on developing sophisticated style, cohesion, and addressing counterclaims. Students practice using active and passive voice for effect. The course integrates technology for research, collaboration, and publishing. Throughout the year, students explore connections between modern and traditional literature, analyzing adaptations across media. Our approach balances independent reading with collaborative learning, preparing students for the complex literacy demands of high school and beyond.

Standard Code	Standard Description	Lesson Name
CC.1.2.8.A	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Determine the main idea of a passage
CC.1.2.8.A	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Trace an argument
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Compare and contrast in informational texts
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Match causes and effects in informational texts
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Match problems with their solutions
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Trace an argument
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Compare information from two texts
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Identify supporting details in informational texts
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Compare and contrast in informational texts

CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Match causes and effects in informational texts
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Match problems with their solutions
CC.1.2.8.D	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Identify the author's purpose
CC.1.2.8.D	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine the author's point of view
CC.1.2.8.D	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Trace an argument
CC.1.2.8.D	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Compare information from two texts
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Compare and contrast in informational texts
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Match causes and effects in informational texts
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Match problems with their solutions
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Identify text structures
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.	Find words using context
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.	Determine the meaning of words using synonyms in context
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.	Determine the meaning of words using antonyms in context
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.	Use context to identify the meaning of a word
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.	Use academic vocabulary in context: informational
CC.1.2.8.G	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	
CC.1.2.8.H	Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	Trace an argument
CC.1.2.8.H	Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	Classify logical fallacies
CC.1.2.8.H	Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	Identify supporting details in informational texts
CC.1.2.8.I	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Compare information from two texts

CC.1.2.8.I	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Compare two texts with different genres
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Find words using context
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of words using synonyms in context
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of words using antonyms in context
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Use context to identify the meaning of a word
CC.1.2.8.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Use academic vocabulary in context: informational
CC.1.2.8.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Determine the main idea of a passage
CC.1.3.8.A	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Match the quotations with their themes
CC.1.3.8.A	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine the themes of short stories
CC.1.3.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Match the quotations with their themes
CC.1.3.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Determine the themes of short stories
CC.1.3.8.C	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze short stories
CC.1.3.8.D	Analyze how differences in the points of view of the audience or readers (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Identify the narrative point of view
CC.1.3.8.E	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Compare two texts with different genres
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	Find words using context
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	Determine the meaning of words using synonyms in context
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	Determine the meaning of words using antonyms in context
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative	Use context to identify the meaning of a word

	meanings and how they shape meaning and tone.	
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	Use academic vocabulary in context: literary
CC.1.3.8.G	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.	
CC.1.3.8.H	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.	Compare two texts with different genres
CC.1.3.8.H	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.	Compare illustrations of literary and historical subjects
CC.1.3.8.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Use etymologies to determine the meanings of words
CC.1.3.8.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Use context as a clue to the meanings of foreign expressions
CC.1.3.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Find words using context
CC.1.3.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of words using synonyms in context
CC.1.3.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine the meaning of words using antonyms in context
CC.1.3.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Use context to identify the meaning of a word
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Determine the themes of short stories
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Analyze short stories
CC.1.4.8.A	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	
CC.1.4.8.B	Identify and introduce the topic clearly, including a preview of what is to follow.	Order topics from broadest to narrowest
CC.1.4.8.B	Identify and introduce the topic clearly, including a preview of what is to follow.	Choose the topic sentence that best captures the main idea
CC.1.4.8.C	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Distinguish facts from opinions
CC.1.4.8.D	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Compare and contrast in informational texts
CC.1.4.8.D	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Compare information from two texts

CC.1.4.8.D	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Compare two texts with different genres
CC.1.4.8.E	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.8.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Order topics from broadest to narrowest
CC.1.4.8.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use words accurately and precisely
CC.1.4.8.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Avoid double, illogical, and unclear comparisons
CC.1.4.8.E.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.8.E.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.8.E.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, complex, or compound-complex?
CC.1.4.8.E.2	Use sentences of varying lengths and complexities.	Combine sentences using relative clauses
CC.1.4.8.E.3	Create tone and voice through precise language.	Which sentence is more formal?
CC.1.4.8.E.3	Create tone and voice through precise language.	Compare passages for tone
CC.1.4.8.E.3	Create tone and voice through precise language.	Positive and negative connotation
CC.1.4.8.E.3	Create tone and voice through precise language.	Which text is most formal?
CC.1.4.8.E.3	Create tone and voice through precise language.	Use words accurately and precisely
CC.1.4.8.E.4	Establish and maintain a formal style.	Which sentence is more formal?
CC.1.4.8.E.4	Establish and maintain a formal style.	Which text is most formal?
CC.1.4.8.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.8.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transition logically between claims, evidence, analysis, and counterclaims
CC.1.4.8.G	Write arguments to support claims.	
CC.1.4.8.H	Introduce and state an opinion on a topic.	Identify thesis statements
CC.1.4.8.H	Introduce and state an opinion on a topic.	Distinguish facts from opinions
CC.1.4.8.I	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	Distinguish facts from opinions
CC.1.4.8.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	Use coordinating conjunctions
CC.1.4.8.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	Use the correct pair of correlative conjunctions
CC.1.4.8.K	Write with an awareness of the stylistic aspects of composition.	

CC.1.4.8.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Order topics from broadest to narrowest
CC.1.4.8.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use words accurately and precisely
CC.1.4.8.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Avoid double, illogical, and unclear comparisons
CC.1.4.8.K.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.8.K.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.8.K.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, complex, or compound-complex?
CC.1.4.8.K.2	Use sentences of varying lengths and complexities.	Combine sentences using relative clauses
CC.1.4.8.K.3	Create tone and voice through precise language.	Which sentence is more formal?
CC.1.4.8.K.3	Create tone and voice through precise language.	Compare passages for tone
CC.1.4.8.K.3	Create tone and voice through precise language.	Positive and negative connotation
CC.1.4.8.K.3	Create tone and voice through precise language.	Which text is most formal?
CC.1.4.8.K.3	Create tone and voice through precise language.	Use words accurately and precisely
CC.1.4.8.K.4	Establish and maintain a formal style.	Which sentence is more formal?
CC.1.4.8.K.4	Establish and maintain a formal style.	Which text is most formal?
CC.1.4.8.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.8.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transition logically between claims, evidence, analysis, and counterclaims
CC.1.4.8.M	Write narratives to develop real or imagined experiences or events.	
CC.1.4.8.N	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Identify the narrative point of view
CC.1.4.8.O	Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Identify sensory details
CC.1.4.8.P	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.	Use coordinating conjunctions
CC.1.4.8.P	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.	Use the correct pair of correlative conjunctions
CC.1.4.8.Q	Write with an awareness of the stylistic aspects of writing.	
CC.1.4.8.Q.1	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.	Identify active and passive voice
CC.1.4.8.Q.1	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.	Rewrite the sentence in active voice
CC.1.4.8.Q.1	Use verbs in the active and passive voice and in the conditional and subjunctive mood to	Identify the verb mood

	achieve particular effect.	
CC.1.4.8.Q.1	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.	Correct errors with verb mood
CC.1.4.8.Q.2	Use sentences of varying lengths and complexities.	Create varied sentences based on models
CC.1.4.8.Q.2	Use sentences of varying lengths and complexities.	Identify dependent and independent clauses
CC.1.4.8.Q.2	Use sentences of varying lengths and complexities.	Is the sentence simple, compound, complex, or compound-complex?
CC.1.4.8.Q.2	Use sentences of varying lengths and complexities.	Combine sentences using relative clauses
CC.1.4.8.Q.3	Create tone and voice through precise language.	Which sentence is more formal?
CC.1.4.8.Q.3	Create tone and voice through precise language.	Compare passages for tone
CC.1.4.8.Q.3	Create tone and voice through precise language.	Analyze the effects of figures of speech on meaning and tone
CC.1.4.8.Q.3	Create tone and voice through precise language.	Positive and negative connotation
CC.1.4.8.Q.3	Create tone and voice through precise language.	Which text is most formal?
CC.1.4.8.Q.3	Create tone and voice through precise language.	Use words accurately and precisely
CC.1.4.8.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Transitions with conjunctive adverbs
CC.1.4.8.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Determine the main idea of a passage
CC.1.4.8.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Order topics from broadest to narrowest
CC.1.4.8.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Organize information by topic
CC.1.4.8.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Remove the sentence that does not belong
CC.1.4.8.U	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
CC.1.4.8.V	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
CC.1.4.8.W	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Determine the main idea of a passage
CC.1.4.8.W	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the	Identify relevant sources

	data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
CC.1.4.8.W	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Evaluate newspaper headlines for bias
CC.1.4.8.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Math

4th grade

Our 4th grade Mathematics course aligns with Pennsylvania Academic Standards, offering a comprehensive exploration of foundational mathematical concepts. Students delve into multi-digit arithmetic, fractions, and decimal notation, building on their previous understanding of whole numbers. The curriculum emphasizes problem-solving skills across the four operations and introduces number theory concepts such as factors and multiples. Geometry takes center stage as students learn to draw and identify lines, angles, and two-dimensional figures, while also exploring symmetry. Measurement skills are honed through unit conversions and angle measurements. Data interpretation is a key focus, with students translating between different data displays and working with fractional data in line plots. Throughout the year, pattern recognition and analysis are integrated to develop algebraic thinking. Our hands-on, inquiry-based approach encourages critical thinking and real-world application of mathematical concepts. By year's end, students will have a solid foundation in arithmetic, geometry, and data analysis, preparing them for more advanced mathematical challenges in subsequent grades.

Standard Code	Standard Description	Lesson Name
CC.2.1.4.B.1	Apply place-value concepts to show an understanding of multi-digit whole numbers.	Place value models
CC.2.1.4.B.1	Apply place-value concepts to show an understanding of multi-digit whole numbers.	Place value review
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Add two multi-digit numbers
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Add two multi-digit numbers: word problems
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Properties of addition
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Addition: fill in the missing digits
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Addition patterns over increasing place values
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Find equivalent fractions using area models
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Graph equivalent fractions on number lines

CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Find equivalent fractions using multiplication and division
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Identify equivalent fractions
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Equivalent fractions: find the missing numerator or denominator
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Patterns of equivalent fractions
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Fractions with denominators of 10 and 100
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Add fractions with like denominators using area models
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Add fractions with like denominators using strip models
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Add fractions with like denominators using number lines
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Add fractions with like denominators
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Add 3 or more fractions with like denominators
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., $19/100$).	Fractions with denominators of 10 and 100
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., $19/100$).	Fractions and mixed numbers with denominators of 10 and 100
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., $19/100$).	Add fractions: denominators 10 and 100
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., $19/100$).	Identify fraction expressions with a particular sum: denominators of 10 and 100
CC.2.2.4.A.1	Represent and solve problems involving the four operations.	Compare numbers using multiplication
CC.2.2.4.A.1	Represent and solve problems involving the four operations.	Compare numbers using multiplication: word problems
CC.2.2.4.A.1	Represent and solve problems involving the four operations.	Comparison word problems: addition or multiplication?
CC.2.2.4.A.2	Develop and/or apply number theory concepts to find factors and multiples.	Prime and composite: up to 20
CC.2.2.4.A.2	Develop and/or apply number theory concepts to find factors and multiples.	Prime and composite: up to 100
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	Use a rule to complete a number pattern
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	What is true about the given pattern?
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	What is true about the pattern made by the rule?
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	Identify mistakes in number patterns
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	Complete an increasing number pattern
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	Complete a multiplication number pattern
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	Number patterns: word problems
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	Number patterns: mixed review

CC.2.3.4.A.1	Draw lines and angles and identify these in two-dimensional figures.	Points, lines, line segments, rays, and angles
CC.2.3.4.A.2	Classify two-dimensional figures by properties of their lines and angles.	Is it a polygon?
CC.2.3.4.A.2	Classify two-dimensional figures by properties of their lines and angles.	Number of sides in polygons
CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.	Identify lines of symmetry
CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.	Draw lines of symmetry
CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.	Count lines of symmetry
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Convert and compare customary units of length
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Convert and compare customary units of weight
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Convert and compare customary units of volume
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Convert and compare customary units
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Conversion tables - customary units
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Which customary unit is appropriate?
CC.2.4.4.A.2	Translate information from one type of data display to another.	Interpret line plots
CC.2.4.4.A.2	Translate information from one type of data display to another.	Create line plots with whole numbers
CC.2.4.4.A.4	Represent and interpret data involving fractions using information provided in a line plot.	Create and interpret line plots with fractions
CC.2.4.4.A.6	Measure angles and use properties of adjacent angles to solve problems.	Measure angles with a protractor
CC.2.4.4.A.6	Measure angles and use properties of adjacent angles to solve problems.	Draw angles with a protractor
CC.2.4.4.A.6	Measure angles and use properties of adjacent angles to solve problems.	Estimate angle measurements
CC.2.4.4.A.6	Measure angles and use properties of adjacent angles to solve problems.	Adjacent angles
CC.2.4.4.A.6	Measure angles and use properties of adjacent angles to solve problems.	Angle measures: word problems

5th grade

Our 5th grade Mathematics course builds upon previous knowledge while introducing more complex concepts, aligning with Pennsylvania Academic Standards. Students expand their understanding of operations to include decimals and fractions, developing fluency in addition, subtraction, multiplication, and division across these number types. The curriculum emphasizes the interpretation and evaluation of numerical expressions using order of operations, fostering a deeper understanding of mathematical structure. Geometry concepts advance as students classify two-dimensional figures based on their properties and explore the coordinate plane, graphing points in the first quadrant to solve real-world problems. Data interpretation skills are further developed through appropriate scale usage and analysis of line plots involving fractions. The course introduces volume calculation and its relationship to multiplication and addition. Throughout the year, students analyze patterns and relationships using two rules, enhancing their algebraic thinking. Our inquiry-based approach encourages problem-solving, critical thinking, and real-world application of mathematical concepts. By year's end, students will have a robust foundation in arithmetic, geometry, and data analysis, preparing them for the increased complexity of middle school mathematics.

Standard Code	Standard Description	Lesson Name
CC.2.1.5.B.1	Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Convert between standard and expanded form
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply by 2-digit numbers: complete the missing steps
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply 2-digit numbers by 2-digit numbers
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply 2-digit numbers by 3-digit numbers
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply 2-digit numbers by larger numbers
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply by 2-digit numbers: word problems
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply by 3-digit numbers
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply three or more numbers up to 2 digits each
CC.2.1.5.C.1	Use the understanding of equivalency to add and subtract fractions.	Add fractions with unlike denominators using models
CC.2.1.5.C.1	Use the understanding of equivalency to add and subtract fractions.	Add fractions with unlike denominators
CC.2.1.5.C.1	Use the understanding of equivalency to add and subtract fractions.	Add 3 or more fractions with unlike denominators
CC.2.1.5.C.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Understand fractions as division: word problems
CC.2.1.5.C.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Fractions of a whole: word problems
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Evaluate numerical expressions
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Evaluate numerical expressions with parentheses
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Evaluate numerical expressions with parentheses and brackets
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Identify mistakes involving the order of operations
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Evaluate numerical expressions with parentheses in different places
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Missing operators
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Equations with mixed operations: true or false
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.	Use a rule to complete a number pattern
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.	Compare patterns
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.	Complete an increasing number pattern
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.	Complete a multiplication number pattern

CC.2.2.5.A.4	Analyze patterns and relationships using two rules.	Number patterns: word problems
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.	Number patterns: mixed review
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Describe the coordinate plane
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Objects on a coordinate plane
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Graph points on a coordinate plane
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Graph points from a table
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Coordinate planes as maps
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Follow directions on a coordinate plane
CC.2.3.5.A.2	Classify two-dimensional figures into categories based on an understanding of their properties.	Is it a polygon?
CC.2.3.5.A.2	Classify two-dimensional figures into categories based on an understanding of their properties.	Number of sides in polygons
CC.2.3.5.A.2	Classify two-dimensional figures into categories based on an understanding of their properties.	Regular and irregular polygons
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Compare and convert customary units of length
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Compare and convert customary units of weight
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Compare and convert customary units of volume
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Compare and convert customary units
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Conversion tables - customary units
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Compare customary units by multiplying
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Convert customary units involving fractions
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Convert mixed customary units
CC.2.4.5.A.2	Represent and interpret data using appropriate scale.	Read a table
CC.2.4.5.A.4	Solve problems involving computation of fractions using information provided in a line plot.	Create and interpret line plots with fractions
CC.2.4.5.A.6	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Volume of irregular figures made of unit cubes
CC.2.4.5.A.6	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Volume of rectangular prisms made of unit cubes: expressions
CC.2.4.5.A.6	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Volume of rectangular prisms made of unit cubes
CC.2.4.5.A.6	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Volume of cubes and rectangular prisms
CC.2.4.5.A.6	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Volume of cubes and rectangular prisms: word problems
CC.2.4.5.A.6	Apply concepts of volume to solve problems and relate volume to multiplication and to	Volume of compound figures

	addition.	
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6th grade

Our 6th grade Mathematics course, aligned with Pennsylvania Academic Standards, marks a significant transition towards more abstract mathematical thinking. Students explore ratio concepts and their applications, deepening their understanding of proportional relationships. The curriculum expands on fraction operations, particularly division, and reinforces fluency with multi-digit computations. Number theory concepts are applied to find common factors and multiples, while the number system is extended to include rational numbers. Algebraic thinking takes center stage as students work with expressions, equations, and inequalities, solving real-world problems and analyzing relationships between variables. Geometry skills are enhanced through the study of area, surface area, and volume of various shapes. The course introduces statistical concepts, focusing on understanding variability and analyzing data distributions. Our problem-solving approach encourages students to apply mathematical reasoning to practical situations, fostering critical thinking and analytical skills. By year's end, students will have a solid foundation in pre-algebraic concepts, advanced numerical operations, and introductory statistics, preparing them for the rigors of middle school mathematics and beyond.

Standard Code	Standard Description	Lesson Name
CC.2.1.6.D.1	Understand ratio concepts and use ratio reasoning to solve problems.	Write a ratio
CC.2.1.6.D.1	Understand ratio concepts and use ratio reasoning to solve problems.	Write a ratio: word problems
CC.2.1.6.D.1	Understand ratio concepts and use ratio reasoning to solve problems.	Which model represents the ratio?
CC.2.1.6.E.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Divide whole numbers by unit fractions using models
CC.2.1.6.E.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Divide whole numbers and fractions using models
CC.2.1.6.E.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Divide fractions by whole numbers in recipes
CC.2.1.6.E.2	Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Add, subtract, multiply, or divide two whole numbers
CC.2.1.6.E.2	Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Add, subtract, multiply, or divide two whole numbers: word problems
CC.2.1.6.E.2	Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Add, subtract, multiply, or divide two decimals
CC.2.1.6.E.2	Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Add, subtract, multiply, or divide two decimals: word problems
CC.2.1.6.E.3	Develop and/or apply number theory concepts to find common factors and multiples.	Identify factors
CC.2.1.6.E.3	Develop and/or apply number theory concepts to find common factors and multiples.	Find all the factor pairs of a number

CC.2.1.6.E.4	Apply and extend previous understandings of numbers to the system of rational numbers.	Understanding integers
CC.2.2.6.B.1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Write multiplication expressions using exponents
CC.2.2.6.B.1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Evaluate powers
CC.2.2.6.B.1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Write powers of ten with exponents
CC.2.2.6.B.1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Find the missing exponent or base
CC.2.2.6.B.1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Powers with decimal bases
CC.2.2.6.B.1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Powers with fractional bases
CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Does x satisfy an equation?
CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Which x satisfies an equation?
CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Solutions to inequalities
CC.2.2.6.B.3	Represent and analyze quantitative relationships between dependent and independent variables.	Identify independent and dependent variables in tables and graphs
CC.2.2.6.B.3	Represent and analyze quantitative relationships between dependent and independent variables.	Identify independent and dependent variables: word problems
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Understanding area of a parallelogram
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Area of triangles
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Area of trapezoids
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Area of quadrilaterals
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Area between two rectangles
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Area between two triangles
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Area of quadrilaterals and triangles: word problems
CC.2.4.6.B.1	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	Create line plots
CC.2.4.6.B.1	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	Interpret line plots
CC.2.4.6.B.1	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	Describe distributions in line plots

7th grade

Our 7th grade Mathematics course, aligned with Pennsylvania Academic Standards, bridges elementary math concepts with more advanced algebraic and geometric thinking. Students expand their understanding of rational numbers, applying previous knowledge of fractions to a broader set of operations. The curriculum emphasizes algebraic reasoning, teaching students to generate equivalent expressions and model real-world problems using numerical, algebraic, and graphical representations. Geometry takes on a more sophisticated role as students tackle problems involving angle measure, area, surface area, circumference, and volume, while also visualizing and describing relationships between geometric figures. A significant focus is placed on statistical concepts and probability, introducing students to random sampling, comparative inferences between populations, and the development and evaluation of probability models. Our inquiry-based approach encourages students to explore mathematical concepts through real-world applications, fostering critical thinking and problem-solving skills. By year's end, students will have a robust foundation in pre-algebra, advanced geometry, and introductory statistics and probability, preparing them for the increased complexity of 8th grade math and setting the stage for high school level mathematics.

Standard Code	Standard Description	Lesson Name
CC.2.1.7.D.1	Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Calculate unit rates with fractions
CC.2.1.7.D.1	Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Compare rates: word problems
CC.2.1.7.D.1	Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Unit prices
CC.2.1.7.D.1	Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Unit prices with unit conversions
CC.2.1.7.D.1	Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Unit prices: find the total price
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Add integers using counters
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Integer addition rules
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Add integers
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Subtract integers using counters
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Integer subtraction rules
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Subtract integers

CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Integer addition and subtraction rules
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Add and subtract integers using counters
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Add and subtract integers
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Complete addition and subtraction equations with integers
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Add and subtract integers: word problems
CC.2.2.7.B.1	Apply properties of operations to generate equivalent expressions.	Simplify expressions by combining like terms
CC.2.2.7.B.1	Apply properties of operations to generate equivalent expressions.	Add and subtract linear expressions
CC.2.2.7.B.1	Apply properties of operations to generate equivalent expressions.	Factors of linear expressions
CC.2.2.7.B.1	Apply properties of operations to generate equivalent expressions.	Identify equivalent linear expressions I
CC.2.2.7.B.1	Apply properties of operations to generate equivalent expressions.	Identify equivalent linear expressions II
CC.2.2.7.B.3	Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Estimate sums, differences, and products of decimals
CC.2.2.7.B.3	Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Estimate sums and differences of mixed numbers
CC.2.2.7.B.3	Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Estimate products and quotients of fractions and mixed numbers
CC.2.2.7.B.3	Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Estimate percents of numbers
CC.2.3.7.A.1	Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.	Identify complementary, supplementary, vertical, and adjacent angles
CC.2.3.7.A.1	Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.	Find measures of complementary, supplementary, vertical, and adjacent angles
CC.2.3.7.A.1	Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.	Write and solve equations using angle relationships
CC.2.3.7.A.2	Visualize and represent geometric figures and describe the relationships between them.	Classify triangles
CC.2.3.7.A.2	Visualize and represent geometric figures and describe the relationships between them.	Triangle inequality
CC.2.4.7.B.1	Draw inferences about populations based on random sampling concepts.	Estimate population size using proportions
CC.2.4.7.B.1	Draw inferences about populations based on random sampling concepts.	Populations and samples
CC.2.4.7.B.1	Draw inferences about populations based on random sampling concepts.	Identify representative, random, and biased samples
CC.2.4.7.B.1	Draw inferences about populations based on random sampling concepts.	Make inferences from multiple samples
CC.2.4.7.B.2	Draw informal comparative inferences about two populations.	Compare populations using measures of center and spread
CC.2.4.7.B.3	Investigate chance processes and develop, use, and evaluate probability models.	Probability of simple events

CC.2.4.7.B.3	Investigate chance processes and develop, use, and evaluate probability models.	Probability of simple events and opposite events
CC.2.4.7.B.3	Investigate chance processes and develop, use, and evaluate probability models.	Experimental probability
CC.2.4.7.B.3	Investigate chance processes and develop, use, and evaluate probability models.	Use collected data to find probabilities and make predictions
CC.2.4.7.B.3	Investigate chance processes and develop, use, and evaluate probability models.	Make predictions using theoretical probability

8th grade

Our 8th grade Mathematics course, aligned with Pennsylvania Academic Standards, prepares students for high school mathematics by introducing more abstract concepts and deepening analytical skills. Students explore the properties of rational and irrational numbers, estimating irrational values and working with radicals and integer exponents. The curriculum emphasizes algebraic thinking, focusing on linear equations and functions. Students analyze proportional relationships, solve simultaneous linear equations, and model real-world situations using functions. Geometric concepts advance with the study of congruence, similarity, and transformations, while also applying the Pythagorean Theorem to solve problems.

Three-dimensional geometry is explored through volume calculations of cylinders, cones, and spheres. The course introduces bivariate data analysis, teaching students to interpret patterns and associations in various representations. Our problem-solving approach encourages students to apply mathematical reasoning to complex situations, fostering critical thinking and analytical skills. By year's end, students will have a solid foundation in algebra, advanced geometry, and statistical analysis, well-prepared for the rigors of high school mathematics and beyond.

Standard Code	Standard Description	Lesson Name
CC.2.1.8.E.1	Distinguish between rational and irrational numbers using their properties.	Convert between decimals and fractions or mixed numbers
CC.2.1.8.E.1	Distinguish between rational and irrational numbers using their properties.	Identify rational and irrational square roots
CC.2.1.8.E.1	Distinguish between rational and irrational numbers using their properties.	Identify rational and irrational numbers
CC.2.1.8.E.1	Distinguish between rational and irrational numbers using their properties.	Checkpoint: Rational and irrational numbers
CC.2.1.8.E.4	Estimate irrational numbers by comparing them to rational numbers.	Estimate positive and negative square roots
CC.2.1.8.E.4	Estimate irrational numbers by comparing them to rational numbers.	Estimate cube roots
CC.2.1.8.E.4	Estimate irrational numbers by comparing them to rational numbers.	Irrational numbers on number lines
CC.2.1.8.E.4	Estimate irrational numbers by comparing them to rational numbers.	Checkpoint: Approximate irrational numbers
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Powers with negative bases
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Understanding negative exponents
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Evaluate powers with negative exponents
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Multiply powers: integer bases

CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Divide powers: integer bases
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Multiply and divide powers: integer bases
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Power of a power: integer bases
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Evaluate expressions using properties of exponents
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Identify equivalent expressions involving exponents I
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Identify equivalent expressions involving exponents II
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Checkpoint: Properties of exponents
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Checkpoint: Scientific notation
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Checkpoint: Square and cube roots
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Find the constant of proportionality from a table
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Write equations for proportional relationships from tables
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Find the constant of proportionality from a graph
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Write equations for proportional relationships from graphs
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Identify proportional relationships from graphs and equations
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Graph proportional relationships and find the slope
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Interpret graphs of proportional relationships
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Write and solve equations for proportional relationships
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Checkpoint: Proportional relationships
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Checkpoint: Slope and linear equations
CC.2.2.8.B.3	Analyze and solve linear equations and pairs of simultaneous linear equations.	Model and solve equations using algebra tiles
CC.2.2.8.B.3	Analyze and solve linear equations and pairs of simultaneous linear equations.	Write and solve equations that represent diagrams
CC.2.2.8.B.3	Analyze and solve linear equations and pairs of simultaneous linear equations.	Checkpoint: Solve linear equations
CC.2.2.8.B.3	Analyze and solve linear equations and pairs of simultaneous linear equations.	Checkpoint: Systems of equations
CC.2.2.8.C.1	Define, evaluate, and compare functions.	Identify functions
CC.2.2.8.C.1	Define, evaluate, and compare functions.	Identify functions: graphs
CC.2.2.8.C.1	Define, evaluate, and compare functions.	Checkpoint: Compare linear functions
CC.2.2.8.C.1	Define, evaluate, and compare functions.	Checkpoint: Linear and nonlinear functions
CC.2.2.8.C.1	Define, evaluate, and compare functions.	Checkpoint: Understand functions
CC.2.2.8.C.2	Use concepts of functions to model relationships between quantities.	Write equations for proportional relationships from tables
CC.2.2.8.C.2	Use concepts of functions to model relationships between quantities.	Write equations for proportional relationships from graphs
CC.2.2.8.C.2	Use concepts of functions to model relationships between quantities.	Checkpoint: Construct and interpret linear functions
CC.2.2.8.C.2	Use concepts of functions to model relationships between quantities.	Checkpoint: Sketch and describe graphs

CC.2.3.8.A.1	Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.	Volume of cylinders
CC.2.3.8.A.1	Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.	Volume of cones
CC.2.3.8.A.1	Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.	Volume of spheres
CC.2.3.8.A.1	Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.	Checkpoint: Volume
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Identify reflections, rotations, and translations
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Describe a sequence of transformations
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Describe transformations
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Sequences of congruence transformations: choose the sequence
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Checkpoint: Congruence transformations
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Checkpoint: Similarity transformations
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Checkpoint: Transformations on the coordinate plane
CC.2.3.8.A.3	Understand and apply the Pythagorean Theorem to solve problems.	Find the distance between two points
CC.2.3.8.A.3	Understand and apply the Pythagorean Theorem to solve problems.	Checkpoint: Pythagorean theorem and its converse
CC.2.3.8.A.3	Understand and apply the Pythagorean Theorem to solve problems.	Checkpoint: Applications of the Pythagorean theorem
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Create scatter plots
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Identify trends with scatter plots
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Outliers in scatter plots
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Identify lines of best fit
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Write equations for lines of best fit
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Interpret lines of best fit: word problems
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Checkpoint: Scatter plots
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Checkpoint: Lines of best fit
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.	Checkpoint: Linear models: interpret and solve
CC.2.4.8.B.2	Understand that patterns of association can be seen in bivariate data utilizing frequencies.	Find probabilities using two-way frequency tables
CC.2.4.8.B.2	Understand that patterns of association can be seen in bivariate data utilizing frequencies.	Checkpoint: Two-way frequency tables

Science

4th grade

Our 4th grade Science course, aligned with Pennsylvania's STEELS framework, offers a comprehensive exploration of life, physical, Earth, and environmental sciences. Students investigate the structures and functions of plants and animals, examining how these support survival, growth, behavior, and reproduction. They explore how animals process sensory information and respond to their environment. The curriculum covers energy concepts, including the relationship between an object's speed and its energy, and how energy transfers through sound, light, heat, and electric currents. Students study waves, describing patterns in terms of amplitude and wavelength, and investigate light reflection. In Earth science, they examine rock formations, fossils, weathering, erosion, and Earth's feature patterns. The course introduces natural resources, their uses, and environmental impacts. Through virtual experiments and models, students develop scientific and engineering skills, including designing energy conversion devices. Environmental literacy is integrated throughout, with students analyzing human-environment interactions and exploring local environmental issues. By year's end, students will understand core scientific concepts, demonstrate basic engineering design skills, and develop environmental awareness, preparing them for more advanced scientific inquiry.

Standard Code	Standard Description	Lesson Name
3.1.4.A	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Identify mammals, birds, fish, reptiles, and amphibians
3.1.4.A	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Identify vertebrates and invertebrates
3.1.4.A	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Use evidence to classify mammals, birds, fish, reptiles, and amphibians
3.1.4.A	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Use evidence to classify animals
3.1.4.A	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Human organs and their functions
3.1.4.B	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Body systems: perception and motion
3.2.4.A	Use evidence to construct an explanation relating the speed of an object to the energy of that object.	
3.2.4.B	Make and communicate observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Predict heat flow
3.2.4.B	Make and communicate observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Predict temperature changes
3.2.4.B	Make and communicate observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Electric circuits

3.2.4.C	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	
3.2.4.D	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Energy transformation
3.2.4.E	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Compare amplitudes and wavelengths of waves
3.2.4.F	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	
3.2.4.G	Generate and compare multiple solutions that use patterns to transfer information.	
3.3.4.A	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Interpret evidence from fossils in rock layers
3.3.4.B	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Changes to Earth's surface: erosion
3.3.4.C	Analyze and interpret data from maps to describe patterns of Earth's features.	Read a topographic map
3.3.4.C	Analyze and interpret data from maps to describe patterns of Earth's features.	Select parts of a topographic map
3.3.4.D	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Evaluate natural energy sources
3.3.4.E	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Evaluate multiple design solutions to prevent flooding
3.3.4.E	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Identify the best design solution to prevent hurricane damage
3.4.3-5.A	Analyze how living organisms, including humans, affect the environment in which they live, and how their environment affects them.	
3.4.3-5.B	Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	Evaluate multiple design solutions to prevent flooding
3.4.3-5.B	Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	Identify the best design solution to prevent hurricane damage
3.4.3-5.D	Develop a model to demonstrate how local environmental issues are connected to the larger local environment and human systems.	
3.4.3-5.G	Investigate how perspectives over the use of resources and the development of technology have changed over time and resulted in conflict over the development of societies and nations.	
3.4.3-5.C	Examine ways you influence your local environment and community by collecting and displaying data.	
3.4.3-5.E	Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	
3.4.3-5.F	Critique ways that people depend on and change the environment.	
3.5.3-5.A	Use appropriate symbols, numbers and words to communicate key ideas about technological products and systems.	Abbreviate time and length units
3.5.3-5.A	Use appropriate symbols, numbers and words to communicate key ideas about technological products and systems.	Abbreviate mass and volume units

3.5.3-5.B	Examine information to assess the trade-offs of using a product or system.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.B	Examine information to assess the trade-offs of using a product or system.	Identify the best design solution to prevent hurricane damage
3.5.3-5.C	Follow directions to complete a technological task.	
3.5.3-5.N	Identify why a product or system is not working properly.	
3.5.3-5.D	Predict how certain aspects of their daily lives would be different without given technologies.	
3.5.3-5.E	Explain why responsible use of technology requires sustainable management of resources.	
3.5.3-5.F	Classify resources used to create technologies as either renewable or nonrenewable.	Evaluate natural energy sources
3.5.3-5.G	Describe the helpful and harmful effects of technology.	
3.5.3-5.K	Judge technologies to determine the best one to use to complete a given task or meet a need.	
3.5.3-5.H	Determine factors that influence changes in a society's technological systems or infrastructure.	
3.5.3-5.J	Explain how technologies are developed or adapted when individual or societal needs and wants change.	
3.5.3-5.M	Demonstrate essential skills of the engineering design process.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.M	Demonstrate essential skills of the engineering design process.	Identify the best design solution to prevent hurricane damage
3.5.3-5.P	Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.P	Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.	Identify the best design solution to prevent hurricane damage
3.5.3-5.Q	Practice successful design skills.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.Q	Practice successful design skills.	Identify the best design solution to prevent hurricane damage
3.5.3-5.R	Apply tools, techniques, and materials in a safe manner as part of the design process.	
3.5.3-5.S	Illustrate that there are multiple approaches to design.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.S	Illustrate that there are multiple approaches to design.	Identify the best design solution to prevent hurricane damage
3.5.3-5.T	Apply universal principles and elements of design.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.T	Apply universal principles and elements of design.	Identify the best design solution to prevent hurricane damage
3.5.3-5.U	Evaluate designs based on criteria, constraints, and standards.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.U	Evaluate designs based on criteria, constraints, and standards.	Identify the best design solution to prevent hurricane damage
3.5.3-5.V	Interpret how good design improves the human condition.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.V	Interpret how good design improves the human condition.	Identify the best design solution to prevent hurricane damage
3.5.3-5.X	Explain how various relationships can exist between technology and engineering and other content areas.	

3.5.3-5.DD	Demonstrate how simple technologies are often combined to form more complex systems.	
3.5.3-5.I	Design solutions by safely using tools, materials, and skills.	Read a thermometer
3.5.3-5.I	Design solutions by safely using tools, materials, and skills.	Compare temperatures on thermometers
3.5.3-5.EE	Explain how solutions to problems are shaped by economic, political, and cultural forces.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.EE	Explain how solutions to problems are shaped by economic, political, and cultural forces.	Identify the best design solution to prevent hurricane damage
3.5.3-5.FF	Compare how things found in nature differ from things that are human-made, noting differences and similarities in how they are produced and used.	Natural resources
3.5.3-5.GG	Describe the unique relationship between science and technology, and how the natural world can contribute to the human-made world to foster innovation.	
3.5.3-5.HH	Differentiate between the role of scientists, engineers, technologists, and others in creating and maintaining technological systems.	
3.5.3-5.L	Demonstrate how tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.	
3.5.3-5.O	Describe requirements of designing or making a product or system.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.O	Describe requirements of designing or making a product or system.	Identify the best design solution to prevent hurricane damage
3.5.3-5.W	Describe the properties of different materials.	Compare properties of materials
3.5.3-5.Y	Identify the resources needed to get a technical job done, such as people, materials, capital, tools, machines, knowledge, energy, and time.	
3.5.3-5.Z	Create a new product that improves someone's life.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.Z	Create a new product that improves someone's life.	Identify the best design solution to prevent hurricane damage
3.5.3-5.BB	Illustrate how, when parts of a system are missing, it may not work as planned.	
3.5.3-5.CC	Describe how a subsystem is a system that operates as a part of another larger system.	
3.5.3-5.AA	Create representations of the tools people made, how they cultivated to provide food, made clothing, and built shelters to protect themselves.	

5th grade

Our 5th grade Science course, aligned with Pennsylvania's STEELS framework, offers a comprehensive exploration of life, physical, and Earth sciences. Students investigate plant growth processes, focusing on how plants obtain materials for growth primarily from air and water. They examine matter and energy flow in ecosystems, developing models to describe the movement of matter among plants, animals, decomposers, and the environment. The curriculum covers the particulate nature of matter, properties of materials, and conservation of matter during changes. Students explore Earth's systems, including the interactions between geosphere, biosphere, hydrosphere, and atmosphere. They study the distribution of water on Earth and explore ways to protect Earth's resources. The course includes an introduction to

gravitational forces and the apparent brightness of stars relative to their distance from Earth. Through virtual experiments, data analysis, and model building, students develop critical scientific skills. By year's end, students will have a deep understanding of interconnected Earth systems, matter and energy flow, and the ability to construct and use scientific models. This course prepares students for more advanced scientific concepts, fostering critical thinking and environmental awareness.

Standard Code	Standard Description	Lesson Name
3.1.5.A	Support an argument that plants get the materials they need for growth chiefly from air and water.	How do plants make food?
3.1.5.B	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Body systems: digestion
3.1.5.B	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Identify roles in food chains
3.1.5.B	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	How does matter move in food chains?
3.1.5.B	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Interpret food webs I
3.1.5.B	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Interpret food webs II
3.2.5.A	Develop a model to describe that matter is made of particles too small to be seen.	
3.2.5.B	Make and communicate observations and measurements to identify materials based on their properties.	Compare properties of objects
3.2.5.C	Interpret and analyze data to make decisions about how to utilize materials based on their properties.	
3.2.5.D	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Understand conservation of matter using graphs
3.2.5.D	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Compare physical and chemical changes
3.2.5.E	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Compare physical and chemical changes
3.2.5.E	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Identify reactants and products
3.2.5.F	Support an argument that the gravitational force exerted by Earth on objects is directed down.	
3.2.5.G	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	How do plants make food?
3.2.5.G	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	Identify the photosynthetic organism
3.2.5.G	Use models to describe that energy in animals' food (used for body repair, growth, motion, and	Identify roles in food chains

	to maintain body warmth) was once energy from the sun.	
3.2.5.G	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	How does matter move in food chains?
3.3.5.A	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	Brightness of the Sun and other stars
3.3.5.B	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Shadows
3.3.5.B	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Earth's rotation and orbit
3.3.5.B	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Day and night
3.3.5.B	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Constellations and the changing night sky
3.3.5.C	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Describe the geosphere, biosphere, hydrosphere, and atmosphere
3.3.5.D	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Describe and graph water on Earth
3.3.5.E	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Science literacy: how can a community protect sea turtles?
3.3.5.F	Generate and design possible solutions to a current environmental issue, threat, or concern.	Science literacy: how can a community protect sea turtles?
3.3.5.F	Generate and design possible solutions to a current environmental issue, threat, or concern.	Evaluate multiple design solutions to prevent flooding
3.3.5.F	Generate and design possible solutions to a current environmental issue, threat, or concern.	Identify the best design solution to prevent hurricane damage
3.4.3-5.A	Analyze how living organisms, including humans, affect the environment in which they live, and how their environment affects them.	Evaluate natural energy sources
3.4.3-5.B	Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	Evaluate multiple design solutions to prevent flooding
3.4.3-5.B	Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	Identify the best design solution to prevent hurricane damage
3.4.3-5.G	Investigate how perspectives over the use of resources and the development of technology have changed over time and resulted in conflict over the development of societies and nations.	
3.4.3-5.D	Develop a model to demonstrate how local environmental issues are connected to the larger local environment and human systems.	Science literacy: how can a community protect sea turtles?
3.4.3-5.C	Examine ways you influence your local environment and community by collecting and displaying data.	Science literacy: how can a community protect sea turtles?
3.4.3-5.E	Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	Coral reef biodiversity and human uses: explore a problem
3.4.3-5.E	Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	Coral reef biodiversity and human uses: evaluate solutions

3.4.3-5.F	Critique ways that people depend on and change the environment.	Evaluate natural energy sources
3.5.3-5.A	Use appropriate symbols, numbers and words to communicate key ideas about technological products and systems.	Abbreviate time, length, and speed units
3.5.3-5.A	Use appropriate symbols, numbers and words to communicate key ideas about technological products and systems.	Abbreviate mass, volume, and temperature units
3.5.3-5.B	Examine information to assess the trade-offs of using a product or system.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.B	Examine information to assess the trade-offs of using a product or system.	Identify the best design solution to prevent hurricane damage
3.5.3-5.C	Follow directions to complete a technological task.	
3.5.3-5.N	Identify why a product or system is not working properly.	
3.5.3-5.D	Predict how certain aspects of their daily lives would be different without given technologies.	
3.5.3-5.E	Explain why responsible use of technology requires sustainable management of resources.	
3.5.3-5.F	Classify resources used to create technologies as either renewable or nonrenewable.	Evaluate natural energy sources
3.5.3-5.G	Describe the helpful and harmful effects of technology.	
3.5.3-5.K	Judge technologies to determine the best one to use to complete a given task or meet a need.	
3.5.3-5.H	Determine factors that influence changes in a society's technological systems or infrastructure.	
3.5.3-5.J	Explain how technologies are developed or adapted when individual or societal needs and wants change.	
3.5.3-5.M	Demonstrate essential skills of the engineering design process.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.M	Demonstrate essential skills of the engineering design process.	Identify the best design solution to prevent hurricane damage
3.5.3-5.P	Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.P	Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.	Identify the best design solution to prevent hurricane damage
3.5.3-5.Q	Practice successful design skills.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.Q	Practice successful design skills.	Identify the best design solution to prevent hurricane damage
3.5.3-5.R	Apply tools, techniques, and materials in a safe manner as part of the design process.	Identify laboratory tools
3.5.3-5.S	Illustrate that there are multiple approaches to design.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.S	Illustrate that there are multiple approaches to design.	Identify the best design solution to prevent hurricane damage
3.5.3-5.T	Apply universal principles and elements of design.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.T	Apply universal principles and elements of design.	Identify the best design solution to prevent hurricane damage
3.5.3-5.U	Evaluate designs based on criteria, constraints, and standards.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.U	Evaluate designs based on criteria, constraints, and standards.	Identify the best design solution to prevent hurricane damage

3.5.3-5.V	Interpret how good design improves the human condition.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.V	Interpret how good design improves the human condition.	Identify the best design solution to prevent hurricane damage
3.5.3-5.X	Explain how various relationships can exist between technology and engineering and other content areas.	
3.5.3-5.DD	Demonstrate how simple technologies are often combined to form more complex systems.	
3.5.3-5.I	Design solutions by safely using tools, materials, and skills.	Identify laboratory tools
3.5.3-5.EE	Explain how solutions to problems are shaped by economic, political, and cultural forces.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.EE	Explain how solutions to problems are shaped by economic, political, and cultural forces.	Identify the best design solution to prevent hurricane damage
3.5.3-5.FF	Compare how things found in nature differ from things that are human-made, noting differences and similarities in how they are produced and used.	
3.5.3-5.GG	Describe the unique relationship between science and technology, and how the natural world can contribute to the human-made world to foster innovation.	
3.5.3-5.HH	Differentiate between the role of scientists, engineers, technologists, and others in creating and maintaining technological systems.	
3.5.3-5.L	Demonstrate how tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.	
3.5.3-5.O	Describe requirements of designing or making a product or system.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.O	Describe requirements of designing or making a product or system.	Identify the best design solution to prevent hurricane damage
3.5.3-5.W	Describe the properties of different materials.	
3.5.3-5.Y	Identify the resources needed to get a technical job done, such as people, materials, capital, tools, machines, knowledge, energy, and time.	Identify laboratory tools
3.5.3-5.Z	Create a new product that improves someone's life.	Evaluate multiple design solutions to prevent flooding
3.5.3-5.Z	Create a new product that improves someone's life.	Identify the best design solution to prevent hurricane damage
3.5.3-5.BB	Illustrate how, when parts of a system are missing, it may not work as planned.	
3.5.3-5.CC	Describe how a subsystem is a system that operates as a part of another larger system.	
3.5.3-5.AA	Create representations of the tools people made, how they cultivated to provide food, made clothing, and built shelters to protect themselves.	

6th grade

Our 6th grade Science course, aligned with Pennsylvania's STEELS framework, offers a comprehensive exploration of life, physical, and Earth sciences. Students investigate the structure and function of cells, developing models to describe how cell parts contribute to overall function. They explore body systems, examining how subsystems of cells work together. The curriculum covers photosynthesis and the cycling of matter and energy in ecosystems, with

students constructing scientific explanations and developing models. In physical sciences, students study the atomic composition of molecules and changes in particle motion with thermal energy. They investigate Newton's Third Law and factors affecting the strength of electric and magnetic forces. Earth science topics include the Earth-sun-moon system, geologic time scale, and plate tectonics. Throughout the course, students engage in scientific practices such as developing and using models, analyzing and interpreting data, and constructing explanations. Environmental literacy is integrated, with students evaluating human impacts on Earth's systems and exploring sustainable resource management. By year's end, students will have a deep understanding of cellular processes, ecosystem dynamics, fundamental physics concepts, and Earth's systems. This course prepares students for more advanced scientific inquiry and fosters critical thinking about environmental and technological challenges.

Standard Code	Standard Description	Lesson Name
3.1.6-8.A	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.	Understanding cells
3.1.6-8.B	Develop and use a model to describe the function of a cell as a whole and the ways that parts of cells contribute to the function.	Understanding cells
3.1.6-8.B	Develop and use a model to describe the function of a cell as a whole and the ways that parts of cells contribute to the function.	Compare cells and cell parts
3.1.6-8.C	Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	Organization in the human body
3.1.6-8.H	Gather and synthesize information about how sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Body systems: perception and motion
3.1.6-8.H	Gather and synthesize information about how sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Science literacy: how does the nervous system produce phantom pain?
3.1.6-8.F	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	How do plants use and change energy?
3.1.6-8.G	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	The chemistry of cellular respiration
3.1.6-8.I	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Use food chains to predict changes in populations
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	How does matter move in food chains?
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Interpret food webs I
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Interpret food webs II
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	The carbon cycle
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological	Use food chains to predict changes in populations

	components of an ecosystem affect populations.	
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Investigate primary succession on a volcanic island
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Coral reef biodiversity and human uses: explore a problem
3.1.6-8.J	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Classify symbiotic relationships
3.1.6-8.U	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Coral reef biodiversity and human uses: explore a problem
3.1.6-8.U	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Coral reef biodiversity and human uses: evaluate solutions
3.1.6-8.D	Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively.	How can animal behaviors affect reproductive success? Identify evidence to support a claim
3.1.6-8.D	Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively.	Calculate the averages of traits in a population
3.1.6-8.E	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Inherited and acquired traits: use evidence to support a statement
3.1.6-8.E	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	How do genes and the environment affect plant growth?
3.1.6-8.M	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Genes, proteins, and traits: understanding the genetic code
3.1.6-8.M	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Describe the effects of gene mutations on organisms
3.1.6-8.N	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Cell division
3.1.6-8.N	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Genetic variation in sexual reproduction
3.1.6-8.R	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	
3.1.6-8.O	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Compare fossils to modern organisms
3.1.6-8.O	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Compare ages of fossils in a rock sequence
3.1.6-8.P	Apply scientific ideas to construct an explanation for anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary	Compare fossils to modern organisms

	relationships.	
3.1.6-8.Q	Analyze displays of pictorial data to compare patterns of similarities in anatomical structures across multiple species to identify relationships not evident in the fully formed anatomy.	
3.1.6-8.S	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Introduction to natural selection
3.1.6-8.S	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Construct explanations of natural selection
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Calculate the percentages of traits in a population
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Calculate the averages of traits in a population
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Construct explanations of natural selection
3.2.6-8.A	Develop models to describe the atomic composition of simple molecules and extended structures.	Describe the atomic composition of molecules
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	How does particle motion affect temperature?
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	Particle motion and changes of state
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	How does particle motion affect gas pressure?
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	Identify how particle motion affects temperature and pressure
3.2.6-8.C	Gather and make sense of information to describe how synthetic materials come from natural resources and impact society.	Synthetic materials
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Compare physical and chemical changes
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Explore chemical structure and properties: soapmaking
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Explore chemical structure and properties: food flavors
3.2.6-8.E	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Count atoms and molecules in chemical reactions
3.2.6-8.E	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Calculate amounts of reactants or products in chemical reactions
3.2.6-8.F	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	
3.2.6-8.G	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Predict forces using Newton's third law

3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Identify whether objects are accelerating
3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	How does mass affect force and acceleration?
3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Balanced and unbalanced forces
3.2.6-8.I	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Electric forces and fields
3.2.6-8.I	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Compare magnitudes of magnetic forces
3.2.6-8.J	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Identify changes in gravitational potential energy
3.2.6-8.K	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Electric forces and fields
3.2.6-8.L	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass and speed of an object.	Use tables and graphs to identify patterns about kinetic energy
3.2.6-8.M	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Predict heat flow and temperature changes
3.2.6-8.M	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Compare thermal energy transfers
3.2.6-8.N	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	How does particle motion affect temperature?
3.2.6-8.O	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Explore energy transformations: roller coaster ride
3.2.6-8.O	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Explore energy transformations: bike ride
3.2.6-8.P	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Identify changes in gravitational potential energy
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Transverse waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Longitudinal waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Compare amplitudes, wavelengths, and frequencies of waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Compare energy of waves
3.2.6-8.R	Develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials.	Transmission, reflection, and absorption of waves
3.2.6-8.S	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	

3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Analyze models of the Earth-Sun-Moon system
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Identify phases of the Moon
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Solar eclipses
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Lunar eclipses
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	What causes the seasons on Earth?
3.3.6-8.B	Develop and use a model to describe the role of gravity in the motion within galaxies and the solar system.	
3.3.6-8.C	Analyze and interpret data to determine scale properties of objects in the solar system.	Analyze data to compare properties of planets
3.3.6-8.D	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Compare ages of fossils in a rock sequence
3.3.6-8.D	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	How do rock layers form?
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	How do rock layers form?
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Label Earth layers
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Label Earth features at tectonic plate boundaries
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Describe tectonic plate boundaries around the world
3.3.6-8.G	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	Label Earth features at tectonic plate boundaries
3.3.6-8.G	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	Describe tectonic plate boundaries around the world
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Introduction to the rock cycle
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Classify rocks as igneous, sedimentary, or metamorphic
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Label parts of rock cycle diagrams
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Select parts of rock cycle diagrams
3.3.6-8.H	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Label parts of water cycle diagrams
3.3.6-8.H	Develop a model to describe the cycling of water through Earth's systems driven by energy	Select parts of water cycle diagrams

	from the sun and the force of gravity.	
3.3.6-8.K	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: latitude
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: altitude
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: distance from the ocean
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	Explore air masses
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	Identify and compare air masses
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	How do air masses form?
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Evaluate claims about natural resource use: fossil fuels
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	The carbon cycle
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	The greenhouse effect
3.3.6-8.L	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Analyze natural hazard maps
3.3.6-8.M	Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.	Coral reef biodiversity and human uses: explore a problem
3.3.6-8.M	Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.	Coral reef biodiversity and human uses: evaluate solutions
3.3.6-8.N	Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.	Evaluate claims about natural resource use: groundwater
3.3.6-8.N	Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.	Evaluate claims about natural resource use: fossil fuels
3.4.6-8.A	Develop a model to describe how agricultural and food systems function, including the sustainable use of natural resources and the production, processing, and management of food, fiber, and energy.	
3.4.6-8.B	Analyze and interpret data about how different societies (economic and social systems) and cultures use and manage natural resources differently.	Evaluate claims about natural resource use: groundwater
3.4.6-8.B	Analyze and interpret data about how different societies (economic and social systems) and cultures use and manage natural resources differently.	Evaluate claims about natural resource use: fossil fuels
3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Describe populations, communities, and ecosystems

3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Identify ecosystems
3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Describe ecosystems
3.4.6-8.D	Gather, read, and synthesize information from multiple sources to investigate how Pennsylvania environmental issues affect Pennsylvania's human and natural systems.	
3.4.6-8.E	Collect, analyze, and interpret environmental data to describe a local environment.	Use data to describe climates
3.4.6-8.E	Collect, analyze, and interpret environmental data to describe a local environment.	Analyze natural hazard maps
3.4.6-8.F	Obtain and communicate information on how integrated pest management could improve indoor and outdoor environments.	
3.4.6-8.G	Obtain and communicate information to describe how best management practices and environmental laws are designed to achieve environmental sustainability.	
3.4.6-8.H	Design a solution to an environmental issue in which individuals and societies can engage as stewards of the environment.	Coral reef biodiversity and human uses: explore a problem
3.4.6-8.H	Design a solution to an environmental issue in which individuals and societies can engage as stewards of the environment.	Coral reef biodiversity and human uses: evaluate solutions
3.4.6-8.I	Construct an explanation that describes regional environmental conditions and their implications on environmental justice and social equity.	Describe ecosystems
3.5.6-8.A	Research information from various sources to use and maintain technological products or systems.	
3.5.6-8.B	Use instruments to gather data on the performance of everyday products.	Identify laboratory tools
3.5.6-8.B	Use instruments to gather data on the performance of everyday products.	Laboratory safety equipment
3.5.6-8.C	Hypothesize what alternative outcomes (individual, cultural, and/or environmental) might have resulted had a different technological solution been selected.	Explore the engineering-design process: going to the Moon!
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	Evaluate claims about natural resource use: groundwater
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	The greenhouse effect
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	Evaluate claims about natural resource use: groundwater
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	The greenhouse effect
3.5.6-8.F	Analyze examples of technologies that have changed the way people think, interact, live, and communicate.	Explore the engineering-design process: going to the Moon!
3.5.6-8.G	Analyze how an invention or innovation was influenced by the context and circumstances in which it is developed.	Explore the engineering-design process: going to the Moon!

3.5.6-8.H	Evaluate trade-offs based on various perspectives as part of a decision process that recognizes the need for careful compromises among competing factors.	Use data from tests to compare engineering-design solutions
3.5.6-8.I	Examine the ways that technology can have both positive and negative effects at the same time.	Evaluate claims about natural resource use: groundwater
3.5.6-8.I	Examine the ways that technology can have both positive and negative effects at the same time.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.J	Use tools, materials, and machines to safely diagnose, adjust, and repair systems.	
3.5.6-8.K	Use devices to control technological systems.	
3.5.6-8.L	Design methods to gather data about technological systems.	Evaluate tests of engineering-design solutions
3.5.6-8.M (ETS)	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Explore the engineering-design process: going to the Moon!
3.5.6-8.N (ETS)	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Use data from tests to compare engineering-design solutions
3.5.6-8.N (ETS)	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.O	Interpret the accuracy of information collected.	
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Identify parts of the engineering-design process
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Evaluate tests of engineering-design solutions
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Explore the engineering-design process: going to the Moon!
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.Q	Apply a technology and engineering design thinking process.	Identify parts of the engineering-design process
3.5.6-8.R	Develop innovative products and systems that solve problems and extend capabilities based on individual or collective needs and wants.	Explore the engineering-design process: going to the Moon!
3.5.6-8.S	Illustrate the benefits and opportunities associated with different approaches to design.	
3.5.6-8.T	Create solutions to problems by identifying and applying human factors in design.	Explore the engineering-design process: going to the Moon!
3.5.6-8.U	Evaluate and assess the strengths and weaknesses of various design solutions given established principles and elements of design.	Use data from tests to compare engineering-design solutions
3.5.6-8.U	Evaluate and assess the strengths and weaknesses of various design solutions given established principles and elements of design.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.V	Refine design solutions to address criteria and constraints.	Explore the engineering-design process: going to the Moon!
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on	Identify parts of the engineering-design process

	people and the natural environment that may limit possible solutions.	
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Explore the engineering-design process: going to the Moon!
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.X	Defend decisions related to a design problem.	
3.5.6-8.Y	Compare, contrast, and identify overlap between the contributions of science, technology, engineering, and mathematics in the development of technological systems.	Explore the engineering-design process: going to the Moon!
3.5.6-8.Z	Analyze how different technological systems often interact with economic, environmental, and social systems.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.AA	Adapt and apply an existing product, system, or process to solve a problem in a different setting.	The process of scientific inquiry
3.5.6-8.AA	Adapt and apply an existing product, system, or process to solve a problem in a different setting.	Identify parts of the engineering-design process
3.5.6-8.BB	Demonstrate how knowledge gained from other content areas affects the development of technological products and systems.	
3.5.6-8.CC	Consider historical factors that have contributed to the development of technologies and human progress.	Explore the engineering-design process: going to the Moon!
3.5.6-8.DD	Engage in a research and development process to simulate how inventions and innovations have evolved through systematic tests and refinements.	Explore the engineering-design process: going to the Moon!
3.5.6-8.EE	Differentiate between inputs, processes, outputs, and feedback in technological systems.	
3.5.6-8.FF	Demonstrate how systems thinking involves considering relationships between every part, as well as how the systems interact with the environment in which it is used.	
3.5.6-8.GG	Create an open-loop system that has no feedback path and requires human intervention.	
3.5.6-8.HH	Create a closed-loop system that has a feedback path and requires no human intervention.	
3.5.6-8.II	Predict outcomes of a future product or system at the beginning of the design process.	
3.5.6-8.JJ	Apply informed problem-solving strategies to the improvement of existing devices or processes or the development of new approaches.	
3.5.6-8.KK	Explain how technology and engineering are closely linked to creativity, which can result in both intended and unintended innovations.	
3.5.6-8.LL	Compare how different technologies involve different sets of processes.	

7th grade

Our 7th grade Science course, aligned with Pennsylvania's STEELS framework, explores life, physical, and Earth sciences. Students investigate cellular biology, ecosystem dynamics, and genetics, developing models to describe energy flow and matter cycling. The curriculum covers

atomic structure, states of matter, chemical reactions, forces, motion, and energy transfer. Earth science topics include the solar system, geologic time, and plate tectonics. Throughout the year, students engage in scientific practices such as data analysis and constructing explanations. Environmental literacy is integrated, with students evaluating human impacts on ecosystems and exploring sustainable resource management. The course incorporates engineering design principles, encouraging students to develop solutions to real-world problems. By year's end, students will understand cellular processes, ecosystem dynamics, physical science concepts, and Earth's systems, preparing them for advanced scientific inquiry and fostering critical thinking about environmental and technological challenges.

Standard Code	Standard Description	Lesson Name
3.1.6-8.A	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.	Understanding cells
3.1.6-8.B	Develop and use a model to describe the function of a cell as a whole and the ways that parts of cells contribute to the function.	Understanding cells
3.1.6-8.B	Develop and use a model to describe the function of a cell as a whole and the ways that parts of cells contribute to the function.	Compare cells and cell parts
3.1.6-8.C	Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	Organization in the human body
3.1.6-8.H	Gather and synthesize information about how sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Science literacy: how does the nervous system produce phantom pain?
3.1.6-8.F	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	How do plants use and change energy?
3.1.6-8.F	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	Identify the photosynthetic organism
3.1.6-8.G	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	The chemistry of cellular respiration
3.1.6-8.I	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Use food chains to predict changes in populations
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	How does matter move in food chains?
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Interpret food webs I
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Interpret food webs II
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	The carbon cycle
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological	Use food chains to predict changes in populations

	components of an ecosystem affect populations.	
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Investigate primary succession on a volcanic island
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Coral reef biodiversity and human uses: explore a problem
3.1.6-8.J	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Classify symbiotic relationships
3.1.6-8.U	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Coral reef biodiversity and human uses: explore a problem
3.1.6-8.U	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Coral reef biodiversity and human uses: evaluate solutions
3.1.6-8.D	Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively.	How can animal behaviors affect reproductive success? Identify evidence to support a claim
3.1.6-8.E	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Inherited and acquired traits: use evidence to support a statement
3.1.6-8.E	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	How do genes and the environment affect plant growth?
3.1.6-8.M	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Genes, proteins, and traits: understanding the genetic code
3.1.6-8.M	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Describe the effects of gene mutations on organisms
3.1.6-8.N	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Cell division
3.1.6-8.N	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Genetic variation in sexual reproduction
3.1.6-8.R	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	
3.1.6-8.O	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Compare ages of fossils in a rock sequence
3.1.6-8.P	Apply scientific ideas to construct an explanation for anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	Compare fossils to modern organisms
3.1.6-8.Q	Analyze displays of pictorial data to compare patterns of similarities in anatomical structures across multiple species to identify relationships not evident in the fully formed anatomy.	
3.1.6-8.S	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Introduction to natural selection

3.1.6-8.S	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Construct explanations of natural selection
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Introduction to natural selection
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Calculate the percentages of traits in a population
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Calculate the averages of traits in a population
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Construct explanations of natural selection
3.2.6-8.A	Develop models to describe the atomic composition of simple molecules and extended structures.	Describe the atomic composition of molecules
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	How does particle motion affect temperature?
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	Particle motion and changes of state
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	How does particle motion affect gas pressure?
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	Identify how particle motion affects temperature and pressure
3.2.6-8.C	Gather and make sense of information to describe how synthetic materials come from natural resources and impact society.	Synthetic materials
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Compare physical and chemical changes
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Explore chemical structure and properties: soapmaking
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Explore chemical structure and properties: food flavors
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Synthetic materials
3.2.6-8.E	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Count atoms and molecules in chemical reactions
3.2.6-8.E	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Calculate amounts of reactants or products in chemical reactions
3.2.6-8.F	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	
3.2.6-8.G	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Predict forces using Newton's third law
3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Identify whether objects are accelerating

3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	How does mass affect force and acceleration?
3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Balanced and unbalanced forces
3.2.6-8.I	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Electric forces and fields
3.2.6-8.I	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Compare magnitudes of magnetic forces
3.2.6-8.J	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Identify changes in gravitational potential energy
3.2.6-8.K	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Electric forces and fields
3.2.6-8.L	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass and speed of an object.	Use tables and graphs to identify patterns about kinetic energy
3.2.6-8.M	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Predict heat flow and temperature changes
3.2.6-8.M	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Compare thermal energy transfers
3.2.6-8.N	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	How does particle motion affect temperature?
3.2.6-8.O	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Explore energy transformations: roller coaster ride
3.2.6-8.O	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Explore energy transformations: bike ride
3.2.6-8.P	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Identify changes in gravitational potential energy
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Transverse waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Longitudinal waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Compare amplitudes, wavelengths, and frequencies of waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Compare energy of waves
3.2.6-8.R	Develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials.	Transmission, reflection, and absorption of waves
3.2.6-8.S	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Analyze models of the Earth-Sun-Moon system

3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Identify phases of the Moon
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Solar eclipses
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Lunar eclipses
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	What causes the seasons on Earth?
3.3.6-8.B	Develop and use a model to describe the role of gravity in the motion within galaxies and the solar system.	
3.3.6-8.C	Analyze and interpret data to determine scale properties of objects in the solar system.	Analyze data to compare properties of planets
3.3.6-8.D	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Compare ages of fossils in a rock sequence
3.3.6-8.D	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	How do rock layers form?
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	How do rock layers form?
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Label Earth layers
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Label Earth features at tectonic plate boundaries
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Describe tectonic plate boundaries around the world
3.3.6-8.G	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	Label Earth features at tectonic plate boundaries
3.3.6-8.G	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	Describe tectonic plate boundaries around the world
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Introduction to the rock cycle
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Classify rocks as igneous, sedimentary, or metamorphic
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Label parts of rock cycle diagrams
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Select parts of rock cycle diagrams
3.3.6-8.H	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Label parts of water cycle diagrams
3.3.6-8.H	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Select parts of water cycle diagrams
3.3.6-8.K	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's	

	mineral, energy, and groundwater resources are the result of past and current geoscience processes.	
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: latitude
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: altitude
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: distance from the ocean
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	Explore air masses
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	Identify and compare air masses
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	How do air masses form?
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Evaluate claims about natural resource use: fossil fuels
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	The carbon cycle
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	The greenhouse effect
3.3.6-8.L	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Analyze natural hazard maps
3.3.6-8.M	Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.	Coral reef biodiversity and human uses: explore a problem
3.3.6-8.M	Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.	Coral reef biodiversity and human uses: evaluate solutions
3.3.6-8.N	Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.	Evaluate claims about natural resource use: groundwater
3.3.6-8.N	Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.	Evaluate claims about natural resource use: fossil fuels
3.4.6-8.A	Develop a model to describe how agricultural and food systems function, including the sustainable use of natural resources and the production, processing, and management of food, fiber, and energy.	
3.4.6-8.B	Analyze and interpret data about how different societies (economic and social systems) and cultures use and manage natural resources differently.	Evaluate claims about natural resource use: groundwater
3.4.6-8.B	Analyze and interpret data about how different societies (economic and social systems) and cultures use and manage natural resources differently.	Evaluate claims about natural resource use: fossil fuels
3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Describe populations, communities, and ecosystems
3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Identify ecosystems

3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Describe ecosystems
3.4.6-8.D	Gather, read, and synthesize information from multiple sources to investigate how Pennsylvania environmental issues affect Pennsylvania's human and natural systems.	
3.4.6-8.E	Collect, analyze, and interpret environmental data to describe a local environment.	Use data to describe climates
3.4.6-8.E	Collect, analyze, and interpret environmental data to describe a local environment.	Analyze natural hazard maps
3.4.6-8.F	Obtain and communicate information on how integrated pest management could improve indoor and outdoor environments.	
3.4.6-8.G	Obtain and communicate information to describe how best management practices and environmental laws are designed to achieve environmental sustainability.	
3.4.6-8.H	Design a solution to an environmental issue in which individuals and societies can engage as stewards of the environment.	Coral reef biodiversity and human uses: explore a problem
3.4.6-8.H	Design a solution to an environmental issue in which individuals and societies can engage as stewards of the environment.	Coral reef biodiversity and human uses: evaluate solutions
3.4.6-8.I	Construct an explanation that describes regional environmental conditions and their implications on environmental justice and social equity.	Describe ecosystems
3.5.6-8.A	Research information from various sources to use and maintain technological products or systems.	
3.5.6-8.B	Use instruments to gather data on the performance of everyday products.	Identify laboratory tools
3.5.6-8.B	Use instruments to gather data on the performance of everyday products.	Laboratory safety equipment
3.5.6-8.C	Hypothesize what alternative outcomes (individual, cultural, and/or environmental) might have resulted had a different technological solution been selected.	Explore the engineering-design process: going to the Moon!
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	Evaluate claims about natural resource use: groundwater
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	The greenhouse effect
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	Evaluate claims about natural resource use: groundwater
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	The greenhouse effect
3.5.6-8.F	Analyze examples of technologies that have changed the way people think, interact, live, and communicate.	Explore the engineering-design process: going to the Moon!
3.5.6-8.G	Analyze how an invention or innovation was influenced by the context and circumstances in which it is developed.	Explore the engineering-design process: going to the Moon!
3.5.6-8.H	Evaluate trade-offs based on various perspectives as part of a decision process that recognizes the need for careful compromises among competing factors.	Use data from tests to compare engineering-design solutions

3.5.6-8.I	Examine the ways that technology can have both positive and negative effects at the same time.	Evaluate claims about natural resource use: groundwater
3.5.6-8.I	Examine the ways that technology can have both positive and negative effects at the same time.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.J	Use tools, materials, and machines to safely diagnose, adjust, and repair systems.	
3.5.6-8.K	Use devices to control technological systems.	
3.5.6-8.L	Design methods to gather data about technological systems.	Evaluate tests of engineering-design solutions
3.5.6-8.M (ETS)	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Explore the engineering-design process: going to the Moon!
3.5.6-8.N (ETS)	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Use data from tests to compare engineering-design solutions
3.5.6-8.N (ETS)	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.O	Interpret the accuracy of information collected.	
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Identify parts of the engineering-design process
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Evaluate tests of engineering-design solutions
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Explore the engineering-design process: going to the Moon!
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.Q	Apply a technology and engineering design thinking process.	Identify parts of the engineering-design process
3.5.6-8.R	Develop innovative products and systems that solve problems and extend capabilities based on individual or collective needs and wants.	Explore the engineering-design process: going to the Moon!
3.5.6-8.S	Illustrate the benefits and opportunities associated with different approaches to design.	
3.5.6-8.T	Create solutions to problems by identifying and applying human factors in design.	Explore the engineering-design process: going to the Moon!
3.5.6-8.U	Evaluate and assess the strengths and weaknesses of various design solutions given established principles and elements of design.	Use data from tests to compare engineering-design solutions
3.5.6-8.U	Evaluate and assess the strengths and weaknesses of various design solutions given established principles and elements of design.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.V	Refine design solutions to address criteria and constraints.	Explore the engineering-design process: going to the Moon!
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Identify parts of the engineering-design process
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a	Explore the engineering-design process: going to the

	successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Moon!
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.X	Defend decisions related to a design problem.	
3.5.6-8.Y	Compare, contrast, and identify overlap between the contributions of science, technology, engineering, and mathematics in the development of technological systems.	Explore the engineering-design process: going to the Moon!
3.5.6-8.Z	Analyze how different technological systems often interact with economic, environmental, and social systems.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.AA	Adapt and apply an existing product, system, or process to solve a problem in a different setting.	The process of scientific inquiry
3.5.6-8.AA	Adapt and apply an existing product, system, or process to solve a problem in a different setting.	Identify parts of the engineering-design process
3.5.6-8.BB	Demonstrate how knowledge gained from other content areas affects the development of technological products and systems.	
3.5.6-8.CC	Consider historical factors that have contributed to the development of technologies and human progress.	Explore the engineering-design process: going to the Moon!
3.5.6-8.DD	Engage in a research and development process to simulate how inventions and innovations have evolved through systematic tests and refinements.	Explore the engineering-design process: going to the Moon!
3.5.6-8.EE	Differentiate between inputs, processes, outputs, and feedback in technological systems.	
3.5.6-8.FF	Demonstrate how systems thinking involves considering relationships between every part, as well as how the systems interact with the environment in which it is used.	
3.5.6-8.GG	Create an open-loop system that has no feedback path and requires human intervention.	
3.5.6-8.HH	Create a closed-loop system that has a feedback path and requires no human intervention.	
3.5.6-8.II	Predict outcomes of a future product or system at the beginning of the design process.	
3.5.6-8.JJ	Apply informed problem-solving strategies to the improvement of existing devices or processes or the development of new approaches.	
3.5.6-8.KK	Explain how technology and engineering are closely linked to creativity, which can result in both intended and unintended innovations.	
3.5.6-8.LL	Compare how different technologies involve different sets of processes.	

8th grade

Our 8th grade Science course, aligned with Pennsylvania's STEELS framework, offers a comprehensive study of life, physical, and Earth sciences. Students explore cellular biology, ecosystems, genetics, and evolution, developing models and constructing explanations based on evidence. The curriculum covers atomic structure, chemical reactions, and energy transfer, with hands-on investigations into forces and waves. Earth science topics include the solar

system, geologic processes, and climate patterns. Throughout the year, students engage in scientific practices like data analysis and model development. Environmental literacy is integrated, with students examining human impacts on Earth's systems and exploring sustainable resource management. The course incorporates engineering design principles, encouraging students to develop innovative solutions to real-world problems. By year's end, students will have a robust understanding of scientific concepts across disciplines, preparing them for advanced studies and fostering critical thinking about environmental and technological challenges.

Standard Code	Standard Description	Lesson Name
3.1.6-8.A	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.	Understanding cells
3.1.6-8.B	Develop and use a model to describe the function of a cell as a whole and the ways that parts of cells contribute to the function.	Understanding cells
3.1.6-8.B	Develop and use a model to describe the function of a cell as a whole and the ways that parts of cells contribute to the function.	Compare cells and cell parts
3.1.6-8.C	Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	Organization in the human body
3.1.6-8.H	Gather and synthesize information about how sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Science literacy: how does the nervous system produce phantom pain?
3.1.6-8.F	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	How do plants use and change energy?
3.1.6-8.F	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	Identify the photosynthetic organism
3.1.6-8.G	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	The chemistry of cellular respiration
3.1.6-8.I	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Use food chains to predict changes in populations
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	How does matter move in food chains?
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Interpret food webs I
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Interpret food webs II
3.1.6-8.K	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	The carbon cycle
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Use food chains to predict changes in populations
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological	Investigate primary succession on a volcanic island

	components of an ecosystem affect populations.	
3.1.6-8.L	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Coral reef biodiversity and human uses: explore a problem
3.1.6-8.J	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Classify symbiotic relationships
3.1.6-8.U	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Coral reef biodiversity and human uses: explore a problem
3.1.6-8.U	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Coral reef biodiversity and human uses: evaluate solutions
3.1.6-8.D	Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively.	How can animal behaviors affect reproductive success? Identify evidence to support a claim
3.1.6-8.E	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Inherited and acquired traits: use evidence to support a statement
3.1.6-8.E	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	How do genes and the environment affect plant growth?
3.1.6-8.M	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Genes, proteins, and traits: understanding the genetic code
3.1.6-8.M	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Describe the effects of gene mutations on organisms
3.1.6-8.N	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Cell division
3.1.6-8.N	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Genetic variation in sexual reproduction
3.1.6-8.R	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	
3.1.6-8.O	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Compare ages of fossils in a rock sequence
3.1.6-8.P	Apply scientific ideas to construct an explanation for anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	Compare fossils to modern organisms
3.1.6-8.Q	Analyze displays of pictorial data to compare patterns of similarities in anatomical structures across multiple species to identify relationships not evident in the fully formed anatomy.	
3.1.6-8.S	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Introduction to natural selection
3.1.6-8.S	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific	Construct explanations of natural selection

	environment.	
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Calculate the percentages of traits in a population
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Calculate the averages of traits in a population
3.1.6-8.T	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Construct explanations of natural selection
3.2.6-8.A	Develop models to describe the atomic composition of simple molecules and extended structures.	What are atoms and chemical elements?
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	How does particle motion affect temperature?
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	Particle motion and changes of state
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	How does particle motion affect gas pressure?
3.2.6-8.B	Develop a model that predicts and describes changes in the particle motion, temperature and state of a pure substance when thermal energy is added or removed.	Identify how particle motion affects temperature and pressure
3.2.6-8.C	Gather and make sense of information to describe how synthetic materials come from natural resources and impact society.	Synthetic materials
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Compare physical and chemical changes
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Explore chemical structure and properties: soapmaking
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Explore chemical structure and properties: food flavors
3.2.6-8.D	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Synthetic materials
3.2.6-8.E	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Count atoms and molecules in chemical reactions
3.2.6-8.E	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Calculate amounts of reactants or products in chemical reactions
3.2.6-8.F	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	Describe energy changes in chemical reactions
3.2.6-8.G	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Predict forces using Newton's third law
3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Identify whether objects are accelerating
3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	How does mass affect force and acceleration?
3.2.6-8.H	Plan an investigation to provide evidence that the change in an object's motion depends on the	Balanced and unbalanced forces

	sum of the forces on the object and the mass of the object.	
3.2.6-8.I	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Compare magnitudes of magnetic forces
3.2.6-8.J	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Identify changes in gravitational potential energy
3.2.6-8.K	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Electric forces and fields
3.2.6-8.K	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Compare magnitudes of magnetic forces
3.2.6-8.L	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass and speed of an object.	Use tables and graphs to identify patterns about kinetic energy
3.2.6-8.M	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Predict heat flow and temperature changes
3.2.6-8.M	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Compare thermal energy transfers
3.2.6-8.N	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	How does particle motion affect temperature?
3.2.6-8.O	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Explore energy transformations: roller coaster ride
3.2.6-8.O	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Explore energy transformations: bike ride
3.2.6-8.P	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Identify changes in gravitational potential energy
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Transverse waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Longitudinal waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Compare amplitudes, wavelengths, and frequencies of waves
3.2.6-8.Q	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Compare energy of waves
3.2.6-8.R	Develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials.	Transmission, reflection, and absorption of waves
3.2.6-8.S	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Analyze models of the Earth-Sun-Moon system
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Identify phases of the Moon

3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Solar eclipses
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Lunar eclipses
3.3.6-8.A	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	What causes the seasons on Earth?
3.3.6-8.B	Develop and use a model to describe the role of gravity in the motion within galaxies and the solar system.	
3.3.6-8.C	Analyze and interpret data to determine scale properties of objects in the solar system.	Analyze data to compare properties of planets
3.3.6-8.D	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Compare ages of fossils in a rock sequence
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Label Earth layers
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Label Earth features at tectonic plate boundaries
3.3.6-8.E	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Describe tectonic plate boundaries around the world
3.3.6-8.G	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	Label Earth features at tectonic plate boundaries
3.3.6-8.G	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	Describe tectonic plate boundaries around the world
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Introduction to the rock cycle
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Label parts of rock cycle diagrams
3.3.6-8.F	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Select parts of rock cycle diagrams
3.3.6-8.H	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Label parts of water cycle diagrams
3.3.6-8.H	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Select parts of water cycle diagrams
3.3.6-8.K	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: latitude
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: altitude
3.3.6-8.I	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: distance from the ocean

3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	Explore air masses
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	Identify and compare air masses
3.3.6-8.J	Collect data to provide evidence for how the motion and complex interactions of air masses result in changes in weather conditions.	How do air masses form?
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Evaluate claims about natural resource use: fossil fuels
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	The carbon cycle
3.3.6-8.O	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	The greenhouse effect
3.3.6-8.L	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Analyze natural hazard maps
3.3.6-8.M	Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.	Coral reef biodiversity and human uses: explore a problem
3.3.6-8.M	Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.	Coral reef biodiversity and human uses: evaluate solutions
3.3.6-8.N	Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.	Evaluate claims about natural resource use: groundwater
3.3.6-8.N	Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.	Evaluate claims about natural resource use: fossil fuels
3.4.6-8.A	Develop a model to describe how agricultural and food systems function, including the sustainable use of natural resources and the production, processing, and management of food, fiber, and energy.	
3.4.6-8.B	Analyze and interpret data about how different societies (economic and social systems) and cultures use and manage natural resources differently.	Evaluate claims about natural resource use: groundwater
3.4.6-8.B	Analyze and interpret data about how different societies (economic and social systems) and cultures use and manage natural resources differently.	Evaluate claims about natural resource use: fossil fuels
3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Describe populations, communities, and ecosystems
3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Identify ecosystems
3.4.6-8.C	Develop a model to describe how watersheds and wetlands function as systems, including the roles and functions they serve.	Describe ecosystems
3.4.6-8.D	Gather, read, and synthesize information from multiple sources to investigate how Pennsylvania environmental issues affect Pennsylvania's human and natural systems.	
3.4.6-8.E	Collect, analyze, and interpret environmental data to describe a local environment.	Use data to describe climates
3.4.6-8.E	Collect, analyze, and interpret environmental data to describe a local environment.	Analyze natural hazard maps
3.4.6-8.F	Obtain and communicate information on how integrated pest management could improve	

	indoor and outdoor environments.	
3.4.6-8.G	Obtain and communicate information to describe how best management practices and environmental laws are designed to achieve environmental sustainability.	
3.4.6-8.H	Design a solution to an environmental issue in which individuals and societies can engage as stewards of the environment.	Coral reef biodiversity and human uses: explore a problem
3.4.6-8.H	Design a solution to an environmental issue in which individuals and societies can engage as stewards of the environment.	Coral reef biodiversity and human uses: evaluate solutions
3.4.6-8.I	Construct an explanation that describes regional environmental conditions and their implications on environmental justice and social equity.	Describe ecosystems
3.5.6-8.A	Research information from various sources to use and maintain technological products or systems.	
3.5.6-8.B	Use instruments to gather data on the performance of everyday products.	Identify laboratory tools
3.5.6-8.B	Use instruments to gather data on the performance of everyday products.	Laboratory safety equipment
3.5.6-8.C	Hypothesize what alternative outcomes (individual, cultural, and/or environmental) might have resulted had a different technological solution been selected.	Explore the engineering-design process: going to the Moon!
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	Evaluate claims about natural resource use: groundwater
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.D	Analyze how the creation and use of technologies consumes renewable, nonrenewable, and inexhaustible resources; creates waste; and may contribute to environmental challenges.	The greenhouse effect
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	Evaluate claims about natural resource use: groundwater
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.E	Consider the impacts of a proposed or existing technology and devise strategies for reducing, reusing, and recycling waste caused by its creation.	The greenhouse effect
3.5.6-8.F	Analyze examples of technologies that have changed the way people think, interact, live, and communicate.	Explore the engineering-design process: going to the Moon!
3.5.6-8.G	Analyze how an invention or innovation was influenced by the context and circumstances in which it is developed.	Explore the engineering-design process: going to the Moon!
3.5.6-8.H	Evaluate trade-offs based on various perspectives as part of a decision process that recognizes the need for careful compromises among competing factors.	Use data from tests to compare engineering-design solutions
3.5.6-8.I	Examine the ways that technology can have both positive and negative effects at the same time.	Evaluate claims about natural resource use: groundwater
3.5.6-8.I	Examine the ways that technology can have both positive and negative effects at the same time.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.J	Use tools, materials, and machines to safely diagnose, adjust, and repair systems.	
3.5.6-8.K	Use devices to control technological systems.	

3.5.6-8.L	Design methods to gather data about technological systems.	Evaluate tests of engineering-design solutions
3.5.6-8.M (ETS)	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Explore the engineering-design process: going to the Moon!
3.5.6-8.N (ETS)	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Use data from tests to compare engineering-design solutions
3.5.6-8.N (ETS)	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.O	Interpret the accuracy of information collected.	
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Identify parts of the engineering-design process
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Evaluate tests of engineering-design solutions
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Explore the engineering-design process: going to the Moon!
3.5.6-8.P (ETS)	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.Q	Apply a technology and engineering design thinking process.	Identify parts of the engineering-design process
3.5.6-8.R	Develop innovative products and systems that solve problems and extend capabilities based on individual or collective needs and wants.	Explore the engineering-design process: going to the Moon!
3.5.6-8.S	Illustrate the benefits and opportunities associated with different approaches to design.	
3.5.6-8.T	Create solutions to problems by identifying and applying human factors in design.	Explore the engineering-design process: going to the Moon!
3.5.6-8.U	Evaluate and assess the strengths and weaknesses of various design solutions given established principles and elements of design.	Use data from tests to compare engineering-design solutions
3.5.6-8.U	Evaluate and assess the strengths and weaknesses of various design solutions given established principles and elements of design.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.V	Refine design solutions to address criteria and constraints.	Explore the engineering-design process: going to the Moon!
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Identify parts of the engineering-design process
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Explore the engineering-design process: going to the Moon!
3.5.6-8.W (ETS)	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Coral reef biodiversity and human uses: evaluate solutions
3.5.6-8.X	Defend decisions related to a design problem.	

3.5.6-8.Y	Compare, contrast, and identify overlap between the contributions of science, technology, engineering, and mathematics in the development of technological systems.	Explore the engineering-design process: going to the Moon!
3.5.6-8.Z	Analyze how different technological systems often interact with economic, environmental, and social systems.	Evaluate claims about natural resource use: fossil fuels
3.5.6-8.AA	Adapt and apply an existing product, system, or process to solve a problem in a different setting.	The process of scientific inquiry
3.5.6-8.AA	Adapt and apply an existing product, system, or process to solve a problem in a different setting.	Identify parts of the engineering-design process
3.5.6-8.BB	Demonstrate how knowledge gained from other content areas affects the development of technological products and systems.	
3.5.6-8.CC	Consider historical factors that have contributed to the development of technologies and human progress.	Explore the engineering-design process: going to the Moon!
3.5.6-8.DD	Engage in a research and development process to simulate how inventions and innovations have evolved through systematic tests and refinements.	Explore the engineering-design process: going to the Moon!
3.5.6-8.EE	Differentiate between inputs, processes, outputs, and feedback in technological systems.	
3.5.6-8.FF	Demonstrate how systems thinking involves considering relationships between every part, as well as how the systems interact with the environment in which it is used.	
3.5.6-8.GG	Create an open-loop system that has no feedback path and requires human intervention.	
3.5.6-8.HH	Create a closed-loop system that has a feedback path and requires no human intervention.	
3.5.6-8.II	Predict outcomes of a future product or system at the beginning of the design process.	
3.5.6-8.JJ	Apply informed problem-solving strategies to the improvement of existing devices or processes or the development of new approaches.	
3.5.6-8.KK	Explain how technology and engineering are closely linked to creativity, which can result in both intended and unintended innovations.	
3.5.6-8.LL	Compare how different technologies involve different sets of processes.	

September 25, 2024

[Name]

Superintendent

[School District Name]

[School District Address Line 1]

[School District Address Line 2]

Dear Superintendent [Last Name],

I hope this letter finds you well. I am reaching out to introduce Unbound Academy, an innovative public virtual charter school seeking approval from the Pennsylvania Department of Education to begin operations for the 2025-2026 academic year.

Unbound Academy is committed to delivering a comprehensive, Pennsylvania-approved curriculum designed to prepare students from fourth through eighth grade for high school. Unbound Academy is built on the belief that every child deserves access to a personalized and engaging education. We harness the power of technology and innovative teaching methods to create an environment where students thrive. Our unique approach allows students to master academic concepts at an accelerated pace, freeing up time to explore their passions and develop crucial life skills, all within a supportive online community.

Our aim is to foster a collaborative and supportive relationship with your district. Should families from your district choose to enroll at Unbound Academy, we are dedicated to ensuring a seamless and positive transition for students and their families. We recognize the importance of continuity in extracurricular engagement and will ensure that our students maintain access to their local school district's clubs, teams, and other activities, provided they meet participation requirements.

We are excited about the potential to partner with you and support our students' educational journeys. Our commitment is to keep open lines of communication and to prioritize the best interests of our students and their families at all times.

Thank you for considering this new opportunity for students in your district. We look forward to the possibility of working together to enhance educational outcomes for all students.

Warm regards,

A handwritten signature in black ink that reads "Timothy D. Eyermann." The signature is written in a cursive style with a large initial 'T' and a period at the end.

Tim Eyermann

Board President
Unbound Academy Charter School

School District	Superintendent	Street	City	Zip	State
Bedford Area School District	Paul Ruhlman	330 East John St	Bedford	15522	PA
Chestnut Ridge School District	Kyle Kane	3281 Valley Rd	Fishertown	15539	PA
Everett Area School District	David Burkett	427 East South St	Everett	15537	PA
Northern Bedford County School District	Todd Beatty	152 NBC Dr	Loysburg	16659	PA
Tussey Mountain School District	Jerry Shoemake	199 Front St	Saxton	16678	PA
Altoona Area School District	Brad Hatch	1201 8th Avenue	Altoona	16602	PA
Bellwood-Antis School District	Edward DiSabato	300 Martin St	Bellwood	16617	PA
Claysburg-Kimmel School District	Brian Hesel	531 Bedford St	Claysburg	16625	PA
Hollidaysburg Area School District	Curtis Whitesel	405 Clark St	Hollidaysburg	16648	PA
Spring Cove School District	Betsy Baker	1100 E Main St	Roaring Spring	16673	PA
Tyrone Area School District	Leslie Estep	701 Clay Ave	Tyrone	16686	PA
Williamsburg Community School District	Lisa Murgas	515 West Third St	Williamsburg	16693	PA
Blacklick Valley School District	William Kanich	555 Birch St	Nanty Glo	15943	PA
Cambria Heights School District	Kenneth Kerchenske	426 Glendale Lake Rd	Patton	16668	PA
Central Cambria School District	Jason Moore	208 Schoolhouse Rd	Ebensburg	15931	PA
Conemaugh Valley School District	Shane Hazenstab	1340 William Penn Ave	Johnstown	15906	PA
Ferndale Area School District	Jeffrey Boyer	100 Dartmouth Ave	Johnstown	15905	PA
Forest Hills School District	David Lehman	PO Box 158 549 Locust St	Sidman	15955	PA
Greater Johnstown School District	Amy Arcurio	1091 Broad St	Johnstown	15906	PA
Northern Cambria School District	Laura Fisanick	601 Joseph St	Northern Cambria	15714	PA
Penn Cambria School District	Jaime Hartline	201 6th St	Cresson	16630	PA
Portage Area School District	Pete Noel	84 Mountain Ave	Portage	15946	PA
Richland School District	Arnold Nadonley	1 Academic Ave, Suite 200	Johnstown	15904	PA
Westmont Hilltop School District	Thomas Mitchell	222 Fair Oaks Dr	Johnstown	15905	PA
Berlin Brothersvalley School District	Thomas Podpora	1025 Main St	Berlin	15530	PA
Conemaugh Township Area School District	Nicole Dull	PO Box 407	Davidsville	15928	PA
Meyersdale Area School District	Tracey Karlie	309 Industrial Park Rd	Meyersdale	15552	PA
North Star School District	Louis Lepley	1200 Morris Ave	Boswell	15531	PA
Rockwood Area School District	Mark Bower	439 Somerset Ave	Rockwood	15557	PA
Salisbury-Elk Lick School District	Joseph Renzi	196 Smith Ave	Salisbury	15558	PA
Shade-Central City School District	Travis Robeson	203 McGregor Ave	Cairnbrook	15924	PA
Shanksville-Stonycreek School District	Samuel Somesberg III	1325 Cornerstone Rd	Shanksville	15560	PA
Somerset Area School District	Krista Mathias	645 South Columbia Ave	Somerset	15501	PA
Turkeyfoot Valley Area School District	Nicole Dice	172 Turkeyfoot Rd	Confluence	15424	PA
Windber Area School District	Michael Vuckovich	2301 Graham Ave	Windber	15963	PA
Central Fulton School District	Christina Ramsey	151 E Cherry St	McConnellsburg	17233	PA
Forbes Road School District	Clint Heath	159 Red Bird Dr	Waterfall	16689	PA
Huntingdon Area School District	Jennifer Mitchell	2400 Cassady Ave, Suite 2	Huntingdon	16652	PA
Juniata County School District	Christie Holderman	146 Weatherby Way	Mifflintown	17059	PA
Juniata Valley School District	Michael Zinobile	7775 Juniata Valley Pike, PO Box 318	Alexandria	16611	PA
Mifflin County School District	Vance Varner	201 Eighth St	Lewistown	17044	PA
Mount Union Area School District	Amy Smith	603 N Industrial Dr	Mount Union	17066	PA
Southern Fulton School District	Meredith Hendershot	3072 Great Cove Rd Ste 100	Warfordsburg	17267	PA
Southern Huntingdon County School District	Dwayne Northcraft	10339 Pogue Rd	Three Springs	17264	PA
Bermudian Springs School District	Shane Hotchkiss	7335 Carlisle Pike	York Springs	17372	PA
Central York School District	Peter Aiken	775 Marion Rd	York	17406	PA
Chambersburg Area School District	Christopher Bigger	435 Stanley Ave	Chambersburg	17201	PA
Conewago Valley School District	Sharon Perry	130 Berlin Rd	New Oxford	17350	PA
Dallastown Area School District	Joshua Doll	700 New School Ln	Dallastown	17313	PA
Dover Area School District	Kelly Cartwright	101 Edgeway Rd	Dover	17315	PA
Eastern York School District	Joseph Mancuso III	120 S 3rd St	Wrightsville	17368	PA
Fairfield Area School District	Thomas Haupt	4840 Fairfield Rd	Fairfield	17320	PA
Fannett-Metal School District	Tara Will	14823 Path Valley Rd	Willow Hill	17271	PA
Gettysburg Area School District	Jason Perrin	900 Biglerville Rd	Gettysburg	17325	PA
Greencastle Antrim School District	Lura Hanks	500 E Leitersburg St	Greencastle	17225	PA
Hanover Public School District	John Scola	403 Moul Ave	Hanover	17331	PA
Littlestown Area School District	Timothy Mitzel	162 Newark St	Littlestown	17340	PA
Northeastern York School District	Jason Bottiglieri	41 Harding St	Manchester	17345	PA
Red Lion Area School District	Daniel Martino	696 Delta Rd	Red Lion	17356	PA
South Eastern School District	Nathan Van Deusen	377 Main St	Fawn Grove	17321	PA
South Western School District	Jay Burkhardt	225 Bowman Rd	Hanover	17331	PA
Southern York County School District	Robert Bryson	3280 Fissels Church Rd	Glen Rock	17327	PA
Spring Grove Area School District	Joseph Bradley	100 E College Ave	Spring Grove	17362	PA
Tuscarora School District	Rodney Benedick	100 W Seminary St	Mercersburg	17236	PA
Upper Adams School District	Wesley Doll	161 N Main St	Biglerville	17307	PA
Waynesboro Area School District	Rita Sterner-Hine	210 Clayton Ave	Waynesboro	17268	PA
West York Area School District	Todd Davies	1891 Loucks Rd, Suite 100	York	17408	PA
York City School District	Andrea Berry	31 N Pershing Ave	York	17401	PA

York Suburban School District	Rebecca Lorfink	1800 Hollywood Dr	York	17403 PA
Annville-Cleona School District	Krista Antonis	520 South White Oak St	Annville	17003 PA
Cocalico School District	Ella Musser	800 S 4th St	Denver	17517 PA
Columbia Borough School District	Ashley Rizzo	200 N Fifth St	Columbia	17512 PA
Conestoga Valley School District	Daniel Hartman	2110 Horseshoe Rd	Lancaster	17601 PA
Cornwall-Lebanon School District	Philip Domencic	105 E Evergreen Rd	Lebanon	17042 PA
Donegal School District	Michael Lausch	1051 Koser Rd	Mount Joy	17552 PA
Eastern Lancaster County School District	Michael Snopkowski	669 E Main St, P.O. Box 609	New Holland	17557 PA
Eastern Lebanon County School District	Julia Vicente	180 Elco Dr	Myerstown	17067 PA
Elizabethtown Area School District	Karen Nell	600 E High St	Elizabethtown	17022 PA
Ephrata Area School District	Brian Troop	803 Oak Blvd	Ephrata	17522 PA
Hempfield School District	Barbara Marin	200 Church Street	Landisville	17538 PA
Lampeter-Strasburg School District	Kevin Peart	1600 Book Rd	Lancaster	17602 PA
School District of Lancaster	Keith Miles Jr.	251 S Prince St	Lancaster	17603 PA
Lebanon School District	Arthur Abrom	1000 S 8th St	Lebanon	17042 PA
Manheim Central School District	Ryan Axe	281 White Oak Rd	Manheim	17545 PA
Manheim Township School District	Robin Felty	450A Candlewyck Rd	Lancaster	17601 PA
Northern Lebanon School District	Gary Messinger	345 School Dr	Fredericksburg	17026 PA
Palmyra Area School District	Bernie Kepler	1125 Park Dr	Palmyra	17078 PA
Penn Manor School District	Phil Gale	2950 Charlestown Rd	Lancaster	17603 PA
Pequea Valley School District	Erik Orndorff	166 S New Holland Rd	Kinzers	17535 PA
Solanco School District	Brian Bliss	121 S Hess St	Quarryville	17566 PA
Warwick School District	Steve Szobocsan	301 W Orange St	Lititz	17543 PA
Big Spring School District	Nicholas Guarente	45 Mount Rock Rd	Newville	17241 PA
Camp Hill School District	Daniel Serfass	2627 Chestnut St	Camp Hill	17011 PA
Carlisle Area School District	Colleen Friend	623 W Penn St	Carlisle	17013 PA
Central Dauphin School District	Eric Turman	600 Rutherford Rd	Harrisburg	17109 PA
Cumberland Valley School District	Mark Blanchard	6746 Carlisle Pike	Mechanicsburg	17050 PA
Derry Township School District Office	Stacy Winslow	30 E Granada Ave	Hershey	17033 PA
East Pennsboro Area School District	Michael Robinson	890 Panther Parkway	Enola	17025 PA
Greenwood School District	Lori Steele	405 E Sunbury St	Millerstown	17062 PA
Halifax Area School District	Tyler James	3940 Peters Mountain Rd	Halifax	17032 PA
Harrisburg School District	Marcia Stokes	1601 State St	Harrisburg	17103 PA
Lower Dauphin School District	Robert Gildea	291 E Main St	Hummelstown	17036 PA
Mechanicsburg Area School District	Mark Leidy	600 S Norway St, 2nd Floor	Mechanicsburg	17055 PA
Middletown Area School District	Chelton Hunter	55 W Water St	Middletown	17057 PA
Millersburg Area School District	Lee Bzdil	799 Center St	Millersburg	17061 PA
Newport School District	Ryan Neuhard	420 Fickes Ln	Newport	17074 PA
Northern High School	Steve Kirkpatrick	653 S Baltimore St	Dillsburg	17019 PA
Shippensburg Area School District	William August	317 N Morris St	Shippensburg	17257 PA
South Middleton School District	Brian Troop	4 Academy St, Suite 100	Boiling Springs	17007 PA
Steelton-Highspire School District	Mick Iskric Jr.	250 Reynders Ave	Steelton	17113 PA
Susquehanna Township School District	Tamara Willis	2579 Interstate Dr	Harrisburg	17110 PA
Upper Dauphin School District	Jared Shade	5668 State Route 209	Lykens	17048 PA
West Perry School District	Jeff Kuhns	2606 Shermans Valley Rd	Elliottsburg	17024 PA
West Shore School District	Todd Stoltz	507 Fishing Creek Rd	New Cumberland	17070 PA
Blue Mountain School District	David Helsel	685 Red Dale Rd	Orwigsburg	17961 PA
Mahanoy Area School District	Joie Green	1 Golden Bear Dr	Mahanoy City	17948 PA
Minersville Area School District	Carl McBreen	40 High School Ln	Pottsville	17901 PA
North Schuylkill School District	Andrew Smarkanic	15 Academy Ln	Ashland	17921 PA
Pine Grove Area School District	Heath Renninger	103 School St	Pine Grove	17963 PA
Pottsville Area School District	Sarah Yoder	1501 W Laurel Blvd	Pottsville	17901 PA
Saint Clair Area School District	Thomas McLaughlin	227 S Mill St	Saint Clair	17970 PA
Schuylkill Haven Area School District	Shawn Fitzpatrick	501 E Main St	Schuylkill Haven	17972 PA
Shenandoah Valley School District	Brian Waite	805 W Centre St	Shenandoah	17976 PA
Tamaqua Area School District	Raymond Kinder	138 W Broad St	Tamaqua	18252 PA
Tri-Valley School District	Mark Neal	110 W Main St	Valley View	17983 PA
Williams Valley School District	David Hatfield	10330 State Route 209	Tower City	17980 PA
Cameron County School District	Ronna Rebo	601 Woodland Ave	Emporium	15834 PA
Johnsonburg Area School District	Karen Haberberger	315 High School Rd	Johnsonburg	15845 PA
Ridgway Area School District	Heather McMahon-Vargas	62 School Dr	Ridgway	15853 PA

Saint Marys Area School District	Harley Ramsey	977 S Saint Marys Rd	Saint Marys	15857 PA
Bradford Area School District	Katharine Pude	150 Lorana Ave	Bradford	16701 PA
Kane Area School District	Jeannine Kloss	400 W Hemlock Ave	Kane	16735 PA
Otto-Eldred School District	Nicholas LaBella	143 R.L. Sweitzer Dr	Duke Center	16729 PA
Port Allegany School District	Paula Newell	20 Oak St	Port Allegany	16743 PA
Smethport Area School District	Brice Benson	414 S Mechanic St	Smethport	16749 PA
Austin Area School District	Kimberly Rees	138 Costello Ave	Austin	16720 PA
Coudersport Area School District	Drew Kyle	698 Dwight St	Coudersport	16915 PA
Galeton Area School District	Clyde Pierce	27 Bridge St	Galeton	16922 PA
Northern Potter School District	Nathan Jones	745 Northern Potter Rd	Ulysses	16948 PA
Oswayo Valley School District	David London	318 S Oswayo St	Shinglehouse	16748 PA
Bald Eagle Area School District	Scott Graham	751 S Eagle Valley Rd	Wingate	16823 PA
Bellefonte Area School District	Roy Rakszawski	318 N Allegheny St	Bellefonte	16823 PA
Clearfield Area School District	Terry Struble	2831 Washington Ave	Clearfield	16830 PA
Curwensville Area School District	Ronald Matchock	650 Beech St	Curwensville	16833 PA
Glendale School District	Darneika Watson	7301 N 58th Ave	Glendale	85301 PA
Keystone Central School District	Francis Redmon	86 Administration Dr	Mill Hall	17751 PA
Moshannon Valley School District	John Zesiger	4934 Green Acre Rd	Houtzdale	16651 PA
Penns Valley Area School District	Brian Griffith	4528 Penns Valley Rd	Spring Mills	16875 PA
Philipsburg-Osceola School District	Daniel Potutschnig	200 Short St	Philipsburg	16866 PA
State College Area School District	Curtis Johnson	240 Villa Crest Dr	State College	16801 PA
West Branch Area School District	Mark Mitchell	516 Allport Cutoff	Morrisdale	16858 PA
Benton Area School District	James Geffken	600 Green Acres Rd	Benton	17814 PA
Berwick Area School District	Wendy Kupsky	500 Line St	Berwick	18603 PA
Bloomsburg Area School District	Jonathan Cleaver	728 E 5th St	Bloomsburg	17815 PA
Central Columbia School District	Jeffrey Groshek	4777 Old Berwick Rd	Bloomsburg	17815 PA
Danville Area School District	Molly Nied	733 Ironmen Ln	Danville	17821 PA
Lewisburg Area School District	Cathy Moser	1951 Washington Ave	Lewisburg	17837 PA
Line Mountain School District	David Campbell	185 Line Mountain Rd	Herndon	17830 PA
Midd-West School District	Joseph Stroup	8 Dock Hill Rd	Middleburg	17842 PA
Mifflinburg Area School District	Ken Dady, Jr.	178 Maple St	Mifflinburg	17844 PA
Millville Area School District	Joseph Stoudt	330 E Main St	Millville	17846 PA
Milton Area School District	Cathy Keegan	700 Mahoning St	Milton	17847 PA
Mount Carmel Area School District	Pete Cheddar	600 W 5th St	Mount Carmel	17851 PA
Selinsgrove Area School District	Frank Jankowski	329 Seals Ave	Selinsgrove	17870 PA
Shamokin Area School District	Chris Venna	2000 W State St	Coal Township	17866 PA
Shikellamy School District	Jason Bendle	200 Island Blvd	Sunbury	17801 PA
Southern Columbia Area School District	James Becker	800 Southern Dr	Catawissa	17820 PA
Warrior Run School District	Thor Edmiston	4800 Susquehanna Trl	Turbotville	17772 PA
Athens Area School District	Craig Stage	100 Canal St	Athens	18810 PA
Canton Area School District	Eric Briggs	509 E Main St	Canton	17724 PA
East Lycoming School District	Mark Stamm	349 Cemetery St	Hughesville	17737 PA
Jersey Shore Area School District	Brian Ulmer	175 A&P Dr	Jersey Shore	17740 PA
Loyalsock Township School District	Gerald McLaughlin	1605 Four Mile Dr	Williamsport	17701 PA
Montgomery Area School District	Daphne Bowers	120 Penn St	Montgomery	17752 PA
Montoursville Area School District	Daniel Taormina	50 N Arch St	Montoursville	17754 PA
Muncy Junior-Senior High School	Tim Welliver	200 W Penn St	Muncy	17756 PA
Northeast Bradford School District	Matthew Holmes	526 Panther Ln	Rome	18837 PA
Northern Tioga School District	Kristopher Kaufman	110 Ellison Rd	Elkland	16920 PA
Sayre Area School District	Jill Daloisio	333 W Lockhart St	Sayre	18840 PA
South Williamsport Area School District	Eric Briggs	515 W Central Ave	South Williamsport	17702 PA
Southern Tioga School District	Sam Rotella Jr.	310 Morris St	Blossburg	16912 PA
Sullivan County School District	David Reeder	777 South St	Laporte	18626 PA
Towanda Area School District	Erick Cummings	410 State St	Towanda	18848 PA
Troy Area School District	Janilyn Elias	310 Elmira St	Troy	16947 PA
Wellsboro Area School District	Alanna Huck	227 Nichols St	Wellsboro	16901 PA
Williamsport Area School District	Timothy Bowers	2780 W 4th St	Williamsport	17701 PA
Wyalusing Area School District	Gary Otis	11450 Wyalusing New Albany Rd	Wyalusing	18853 PA
Avella Area School District	Cyril Walther	1000 Avella Rd	Avella	15312 PA
Bentworth School District	Scott Martin	150 Bearcat Dr	Bentleyville	15314 PA
Bethlehem-Center School District	Donald MacFann	194 Crawford Rd	Fredericktown	15333 PA

Burgettstown Area School District	Stephen Puskar	100 Bavington Rd	Burgettstown	15021 PA
California Area School District	Laura Jacob	40 Trojan Way	Coal Center	15423 PA
Canon-McMillan School District	Greg Taranto	200 Big Mac Blvd	Canonsburg	15317 PA
Charleroi Area School District	Edward Zelich	100 Fecsen Dr	Charleroi	15022 PA
Chartiers-Houston School District	Gary Peiffer	2020 W Pike St	Houston	15342 PA
Fort Cherry School District	Thomas Samosky	110 Fort Cherry Rd	McDonald	15057 PA
McGuffey School District	Andrew Oberg	90 McGuffey Dr	Claysville	15323 PA
Ringgold School District	Randall Skrinjorich	400 Main St	New Eagle	15067 PA
Trinity Area School District	Michael Lucas	231 Park Ave	Washington	15301 PA
Washington School District	George Lammay	201 Allison Ave	Washington	15301 PA
Peters Township School District	Jeannine French	631 E McMurray Rd	McMurray	15317 PA
Brownsville Area School District	Kristin Martin	5 Falcon Dr	Brownsville	15417 PA
West Greene School District	Brian Jackson	1367 Hargus Creek Rd	Waynesburg	15370 PA
Central Greene School District	Matthew Blair	250 S Cumberland St	Waynesburg	15370 PA
Jefferson-Morgan School District	Brandon Robinson	1351 Jefferson Rd	Jefferson	15344 PA
Carmichaels Area School District	Fred Morecraft	225 N Vine St	Carmichaels	15320 PA
Southeastern Greene School District	Richard Pekar	1000 Mapletown Rd	Greensboro	15338 PA
Belle Vernon Area School District	Timothy Glasspool	270 Crest Ave	Belle Vernon	15012 PA
Connellsville Area School District	Richard Evans	732 Rockridge Rd	Connellsville	15425 PA
Uniontown Area School District	Charles Machesky	351 Morgantown St	Uniontown	15401 PA
Albert Gallatin Area School District	Christopher Pegg	2625 Morgantown Rd	Uniontown	15401 PA
Laurel Highlands School District	Jesse Wallace	304 Bailey Ave	Uniontown	15401 PA
Frazier School District	Michael Turek	142 Constitution St	Perryopolis	15473 PA
Pittsburgh Public Schools	Wayne Walters	341 S Bellefield Ave	Pittsburgh	15213 PA
Allegheny Valley School District	Patrick Graczyk	300 Pearl Ave	Cheswick	15024 PA
Avonworth School District	Jeff Hadley	258 Josephs Ln	Pittsburgh	15237 PA
Baldwin-Whitehall School District	Randal Lutz	4900 Curry Rd	Pittsburgh	15236 PA
Bethel Park School District	James Walsh	301 Church Rd	Bethel Park	15102 PA
Brentwood Borough School District	Amy Burch	3601 Brownsville Rd	Pittsburgh	15227 PA
Carlynton School District	John Kreider	435 Kings Hwy	Carnegie	15106 PA
Chartiers Valley School District	Joseph Dimperio	2030 Swallow Hill Rd	Pittsburgh	15220 PA
Clairton City School District	Tamara Allen-Thomas	502 Mitchell Ave	Clairton	15025 PA
Cornell School District	Aaron Thomas	1099 Maple St	Coraopolis	15108 PA
Deer Lakes School District	Janell Logue-Belden	19 E Union Rd	Cheswick	15024 PA
Duquesne City School District	Sue Mariani	300 Kennedy Ave	Duquesne	15110 PA
East Allegheny School District	Joseph DiLucente	1150 Jacks Run Rd	North Versailles	15137 PA
Elizabeth Forward School District	Keith Konyk	401 Rock Run Rd	Elizabeth	15037 PA
Fox Chapel Area School District	Mary Catherine Reljac	611 Field Club Rd	Pittsburgh	15238 PA
Gateway School District	Dennis Chakey	9000 Gateway Campus Blvd	Monroeville	15146 PA
Hampton Township School District	Michael Loughhead	4591 School Dr	Allison Park	15101 PA
Highlands School District	Monique Mawhinney	1500 Pacific Ave	Natrona Heights	15065 PA
Keystone Oaks School District	William Stropkaj	1000 Kelton Ave	Pittsburgh	15216 PA
McKeesport Area School District	Tia Wanzo	3590 O'Neil Blvd	McKeesport	15132 PA
Montour School District	Christopher Stone	225 Clever Rd	McKees Rocks	15136 PA
Moon Area School District	Barry Balaski	8353 University Blvd	Moon Township	15108 PA
Mount Lebanon School District	Melissa Friez	7 Horsman Dr	Pittsburgh	15228 PA
North Allegheny School District	Brendan Hyland	200 Hillvue Ln	Pittsburgh	15237 PA
North Hills School District	Patrick Mannarino	135 Sixth Ave	Pittsburgh	15229 PA
Northgate School District	Caroline Johns	591 Union Ave	Pittsburgh	15202 PA
Penn Hills School District	John Mozzocio	260 Aster St	Pittsburgh	15235 PA
Pine-Richland School District	Brian Miller	702 Warrendale Rd	Gibsonia	15044 PA
Plum Borough School District	Rick Walsh	900 Elicker Rd	Plum	15239 PA
Quaker Valley School District	Tammy Andreyko	100 Leetsdale Industrial Dr	Leetsdale	15056 PA
Riverview School District	Susan Leach	701 Tenth St	Oakmont	15139 PA
Shaler Area School District	Bryan O'Black	1800 Mt Royal Blvd	Glenshaw	15116 PA
South Allegheny School District	David McDonald	2743 Washington Blvd	McKeesport	15133 PA
South Fayette Township School District	Michelle Miller	3680 Old Oakdale Rd	McDonald	15057 PA
South Park School District	Wayne Gdovic	2005 Eagle Ridge Dr	South Park	15129 PA
Steel Valley School District	Bryan Macuga	220 E Oliver Rd	Munhall	15120 PA
Sto-Rox School District	Megan Van Fossan	298 Ewing Rd	McKees Rocks	15136 PA
Upper St Clair School District	John Rozzo	1775 McLaughlin Run Rd	Upper St Clair	15241 PA

West Allegheny School District	Jerri Lynn Lippert	110 Bruno Ln	Imperial	15126 PA
West Jefferson Hills School District	Janet Sardon	830 Old Clairton Rd	Jefferson Hills	15025 PA
Wilkinsburg School District	Joe Maluchnik	718 Wallace Ave	Wilkinsburg	15221 PA
Woodland Hills School District	Daniel Castagna	531 Jones Ave	North Braddock	15104 PA
Burrell School District	Shannon Wagner	1021 Puckety Church Rd	New Kensington	15068 PA
Derry Area School District	Greg Ferencak	982 N Chestnut Street Ext	Derry	15627 PA
Franklin Regional School District	Gennaro Piraino Jr.	3200 School Rd	Murrysville	15668 PA
Greater Latrobe School District	Michael Porembka	1816 Lincoln Ave	Latrobe	15650 PA
Greensburg Salem School District	Kenneth Bissell	1 Academy Hill Pl	Greensburg	15601 PA
Hempfield Area School District	Mark Holtzman	4347 Route 136	Greensburg	15601 PA
Jeannette City School District	Matthew Jones	800 Florida Ave	Jeannette	15644 PA
Ligonier Valley School District	Tim Kantor	339 W Main St	Ligonier	15658 PA
Monessen City School District	Robert Motte	1275 Rostraver St	Monessen	15062 PA
Mount Pleasant Area School District	Timothy Gabauer	271 State St	Mount Pleasant	15666 PA
New Kensington–Arnold School District	Christopher Sefcheck	707 Stevenson Blvd	New Kensington	15068 PA
Norwin School District	Natalie McCracken	281 McMahon Dr	Irwin	15642 PA
Penn-Trafford School District	Matthew Harris	1006 Harrison City-Export Rd	Harrison City	15636 PA
Southmoreland School District	Jason Boone	200 Scottie Way	Scottdale	15683 PA
Yough School District	Anthony DeMaro	915 Lowber Rd	Herminie	15637 PA
Aliquippa School District	Phillip Woods	800 21st St	Aliquippa	15001 PA
Ambridge Area School District	Joseph Pasquerilla	909 Duss Ave	Ambridge	15003 PA
Beaver Area School District	Sean Aiken	1300 Fifth St	Beaver	15009 PA
Big Beaver Falls Area School District	Donna Nugent	1503 8th Ave	Beaver Falls	15010 PA
Blackhawk School District	Johannah Vanatta	500 Blackhawk Rd	Beaver Falls	15010 PA
Central Valley School District	Nicholas Perry	160 Baker Rd Ext	Monaca	15061 PA
Freedom Area School District	Diane Workman	1702 School Street	Freedom	15042 PA
Hopewell Area School District	Jeff Beltz	2354 Brodhead Road	Aliquippa	15001 PA
Midland Borough School District	Sean Tanner	173 7th Street	Midland	15059 PA
New Brighton Area School District	Joseph Guarino	3225 43rd Street	New Brighton	15066 PA
Riverside Beaver County School District	Bret Trotta	318 Country Club Dr	Ellwood City	16117 PA
Rochester Area School District	Jane Bovalino	540 Reno Street	Rochester	15074 PA
South Side Area School District	Alan Fritz	4949 Route 151	Hookstown	15050 PA
Western Beaver County School District	Robert Postupac	343 Ridgemont Dr	Midland	15059 PA
Allegheny-Clarion Valley School District	David McDeavitt	776 State Route 58	Foxburg	16036 PA
Karns City Area School District	Eric Ritzert	1446 Kittanning Pike	Karns City	16041 PA
Armstrong School District	Chris DeVivo	181 Heritage Park Dr, Ste 2	Kittanning	16201 PA
Apollo-Ridge School District	Matthew Curci	1825 State Route 56	Spring Church	15686 PA
Leechburg Area School District	David Keibler	210 Penn Ave	Leechburg	15656 PA
Freeport Area School District	Ian Magness	621 S Pike Rd	Sarver	16055 PA
Punxsutawney Area School District	Thomas Lesniewski	300 Center St	Punxsutawney	15767 PA
Harmony Area School District	Ken Jubas	5239 Ridge Rd	Westover	16692 PA
Purchase Line School District	Patricia Berezansky	16559 Rt 286 Hwy E	Commodore	15729 PA
Penns Manor Area School District	Daren Johnston	6003 Route 553 Hwy	Clymer	15728 PA
Homer-Center School District	Ralph Cecere Jr.	65 Wildcat Ln	Homer City	15748 PA
United School District	John Kopicki	10780 Route 56 Hwy E	Armagh	15920 PA
Blairsville-Saltsburg School District	Philip Martell	102 School Ln	Blairsville	15717 PA
Indiana Area School District	Robert Heinrich	501 East Pike	Indiana	15701 PA
Marion Center Area School District	Clint Weimer	22820 Route 403 Hwy N	Marion Center	15759 PA
Hamburg Area School District	Richard Mextorf	701 Windsor St	Hamburg	19526 PA
Kutztown Area School District	Christian Temchatin	50 Trexler Ave	Kutztown	19530 PA
Antietam School District	Timothy Matlack	100 Antietam Rd	Reading	19606 PA
Boyertown Area School District	Scott Davidheiser	911 Montgomery Ave	Boyertown	19512 PA
Brandywine Heights Area School District	Andrew Potteiger	200 W Weis St	Topton	19562 PA
Conrad Weiser Area School District	Ryan Giffing	44 Big Spring Rd	Robesonia	19551 PA
Daniel Boone Area School District	Thomas Voelker	501 Chestnut St	Birdsboro	19508 PA
Exeter Township School District	Christy Haller	200 Elm Street	Reading	19606 PA
Fleetwood Area School District	Greg Miller	801 N Richmond Street	Fleetwood	19522 PA
Governor Mifflin School District	Lisa Hess	130 E Lancaster Ave	Shillington	19607 PA
Oley Valley School District	Erin Anderson	17 Jefferson St	Oley	19547 PA
Muhlenberg School District	Joseph Macharola	610 Sharp Ave	Reading	19605 PA
Reading School District	Jennifer Murray	800 Washington St	Reading	19601 PA

Schuylkill Valley School District	Cathy Taschner	929 Lakeshore Dr	Leesport	19533 PA
Tulpehocken Area School District	Andrew Netznik	27 Rehrersburg Rd	Bethel	19507 PA
Twin Valley School District	Robert Scoboria	4851 N Twin Valley Rd	Elverson	19520 PA
Wilson School District	Chris Trickett	2601 Grandview Blvd	West Lawn	19609 PA
Wyomissing Area School District	Melissa Woodard	630 Evans Ave	Wyomissing	19610 PA
Bensalem Township School District	Samuel Lee	3000 Donallen Dr	Bensalem	19020 PA
Bristol Borough School District	Broadus Davis	1776 Farragut Ave	Bristol	19007 PA
Bristol Township School District	Michael Nitti	5 Blue Lake Rd	Levittown	19057 PA
Centennial School District	Dana Bedden	48 Swan Way	Warminster	18974 PA
Central Bucks School District	Steven Gianni	20 Welden Dr	Doylestown	18901 PA
Council Rock School District	Andrew Sanko	30 N Chancellor St	Newtown	18940 PA
Morrisville School District	Andrew Doster	550 W Palmer St	Morrisville	19067 PA
Neshaminy School District	Jason Bowman	2250 Langhorne-Yardley Rd	Langhorne	19047 PA
New Hope-Solebury School District	Charles Lentz	180 W Bridge St	New Hope	18938 PA
Palisades School District	Bridget O'Connell	39 Thomas Free Drive	Kintnersville	18930 PA
Pennridge School District	Angelo Berrios	1200 N. 5th Street	Perkasie	18944 PA
Pennsbury School District	Thomas Smith	134 Yardley Ave	Fallsington	19054 PA
Quakertown Community School District	Matthew Friedman	100 Commerce Drive	Quakertown	18951 PA
Upper Perkiomen School District	Allyn Roche	2 Walt Road	Pennsburg	18073 PA
Souderton Area School District	Frank Gallagher	760 Lower Road	Souderton	18964 PA
North Penn School District	Todd Bauer	401 E. Hancock Street	Lansdale	19446 PA
Hatboro-Horsham School District	Scott Eveslage	229 Meetinghouse Road	Horsham	19044 PA
Upper Moreland Township	Susan Elliott	2900 Terwood Road	Willow Grove	19090 PA
Bryn Athyn School District	Stephen Bochneak	PO Box 121	Bryn Athyn	19009 PA
Lower Moreland Township School District	Scott Davidheiser	2551 Murray Avenue	Huntingdon Valley	19006 PA
Abington School District	Jeffrey Fecher	970 Highland Avenue	Abington	19001 PA
Cheltenham Township School District	Brian Scriven	2000 Ashbourne Road	Elkins Park	19027 PA
Springfield Township School District	MaryJo Yannacone	1901 E. Paper Mill Road	Oreland	19075 PA
Lower Merion School District	Megan Shafer	301 E. Montgomery Avenue	Ardmore	19003 PA
Upper Merion Area School District	Tamara Thomas Smith	435 Crossfield Road	King of Prussia	19406 PA
Methacton School District	David Zerbe	1001 Kriebel Mill Road	Eagleville	19403 PA
Norristown Area School District	Christopher Dormer	401 N. Whitehall Road	Norristown	19403 PA
Wissahickon School District	James Crisfield	601 Knight Road	Ambler	19002 PA
Upper Dublin School District	Laurie Smith	1580 Fort Washington Avenue	Maple Glen	19002 PA
Colonial School District	Michael Christian	230 Flourtown Road	Plymouth Meeting	19462 PA
Perkiomen Valley School District	Barbara Russell	3 Iron Bridge Drive	Collegeville	19426 PA
Spring-Ford Area School District	Robert Rizzo	857 S Lewis Road	Royersford	19468 PA
Pottsgrove School District	David Finnerty	1301 Kauffman Road	Pottstown	19464 PA
Pottstown School District	Stephen Rodriguez	230 Beech Street	Pottstown	19464 PA
Avon Grove School District	M. Christopher Marchese	375 S Jennersville Road	West Grove	19390 PA
Coatesville Area School District	Catherine Van Vooren	3030 C G Zinn Road	Thorndale	19372 PA
Downingtown Area School District	Robert O'Donnell	540 Trestle Place	Downingtown	19335 PA
Great Valley School District	Daniel Goffredo	301 Lindenwood Drive, Suite 210	Malvern	19355 PA
Kennett Consolidated School District	Kimberly Rizzo Saunders	300 East South Street	Kennett Square	19348 PA
Octorara Area School District	Steven Leever	228 Highland Road, Suite 1	Atglen	19310 PA
Owen J Roberts School District	Will Stout	901 Ridge Road	Pottstown	19465 PA
Oxford Area School District	David Woods	125 Bell Tower Lane	Oxford	19363 PA
Phoenixville Area School District	Missy McTiernan	386 City Line Avenue	Phoenixville	19460 PA
Tredyffrin/Easttown School District	Richard Gusick	940 West Valley Road, Suite 1700	Wayne	19087 PA
Unionville-Chadds Ford School District	John Sanville	740 Unionville Road	Kennett Square	19348 PA
West Chester Area School District	David Christopher	782 Springdale Drive	Exton	19341 PA
Radnor Township School District	Kenneth Batchelor	135 South Wayne Avenue	Wayne	19087 PA
School District of Haverford Township	Maureen Reusche	50 East Eagle Road	Havertown	19083 PA
Upper Darby School District	Daniel McGarry	8201 Lansdowne Avenue	Upper Darby	19082 PA
William Penn School District	Eric Becoats	100 Green Avenue-Annex	Lansdowne	19050 PA
Southeast Delco School District	Brenda Wynder	1560 Delmar Drive	Folcroft	19032 PA
Interboro School District	Bernadette Reiley	900 Washington Avenue	Prospect Park	19076 PA
Ridley School District	Lee Ann Wentzel	901 Morton Avenue	Folsom	19033 PA
Springfield School District	Anthony Barber	111 West Leamy Avenue	Springfield	19064 PA
Marple Newtown School District	Tina Kane	40 Media Line Road	Newtown Square	19073 PA
Rose Tree Media School District	Joseph Meloche	308 N Olive Street	Media	19063 PA

Wallingford-Swarthmore School District	Wagner Marseille	200 S Providence Road	Wallingford	19086 PA
Chester Upland School District	Latrice Mumin	1350 Edgmont Avenue	Chester	19013 PA
Chichester School District	Daniel Nerelli	401 Cherry Tree Road	Aston	19014 PA
Penn-Delco School District	George Steinhoff	2821 Concord Road	Aston	19014 PA
Garnet Valley School District	Marc Bertrando	80 Station Road	Glen Mills	19342 PA
The School District of Philadelphia	Tony Watlington Sr.	440 N Broad Street	Philadelphia	19130 PA
Crestwood School District	Natasha Milazzo	281 S Mountain Boulevard	Mountain Top	18707 PA
Dallas School District	Thomas Duffy	2000 Conyngham Avenue	Dallas	18612 PA
Hanover Area School District	Nathan Barrett	1600 Sans Souci Parkway	Hanover Twp.	18706 PA
Hazleton Area School District	Brian Uplinger	1515 W 23rd Street	Hazleton	18202 PA
Lake-Lehman School District	James McGovern	1237 Market Street	Lehman	18627 PA
Greater Nanticoke School District	Ronald Grevera	427 Kosciuszko Street	Nanticoke	18634 PA
Northwest Area School District	Joseph Long Jr.	243 Thorne Hill Road	Shickshinny	18655 PA
Pittston Area School District	Kevin Booth	5 Stout Street	Pittston	18640 PA
Tunkhannock Area School District	Paul Dougherty	41 Philadelphia Avenue	Tunkhannock	18657 PA
Wilkes-Barre Area School District	Brian Costello	730 S Main Street	Wilkes-Barre	18702 PA
Wyoming Area School District	Jon Pollard	252 Memorial Street	Exeter	18643 PA
Wyoming Valley West School District	David Tosh	450 North Maple Avenue	Kingston	18704 PA
Abington Heights School District	Christopher Shaffer	200 East Grove Street	Clarks Summit	18411 PA
Carbondale Area School District	Holly Sayre	101 Brooklyn Street	Carbondale	18407 PA
Elk Lake School District	Bob Galella	2380 Elk Lake School Road	Springville	18844 PA
Lackawanna Trail School District	Matthew Rakauskas	179 College Avenue	Factoryville	18419 PA
Mid Valley School District	Patrick Sheehan	52 Underwood Road	Throop	18512 PA
Mountain View School District	Christopher Lake	11748 State Route 106	Kingsley	18826 PA
Old Forge School District	Christopher Gatto	300 Marion Street	Old Forge	18518 PA
Scranton School District	Erin Keating	425 N Washington Avenue	Scranton	18503 PA
Valley View School District	Michael Boccella	1 Columbus Drive	Archbald	18403 PA
Wayne Highlands School District	Gregory Frigoletto	474 Grove Street	Honesdale	18431 PA
Blue Ridge School District	Matthew Button	5150 School Road	New Milford	18834 PA
Dunmore School District	John Marichak	300 W Warren Street	Dunmore	18512 PA
Forest City Regional School District	Jessica Aquilina	100 Susquehanna Street	Forest City	18421 PA
Lakeland School District	Marc Wyandt	1355 Lakeland Drive	Scott Township	18433 PA
Montrose Area School District	Christopher McComb	273 Meteor Way	Montrose	18801 PA
North Pocono School District	Daniel Powell	701 Church Street	Moscow	18444 PA
Riverside School District	Paul Brennan	300 Davis Street	Taylor	18517 PA
Susquehanna Community School District	Bronson Stone	3192 Turnpike Street	Susquehanna	18847 PA
Wallenpaupack Area School District	Keith Gunuskey	2552 Route 6	Hawley	18428 PA
Western Wayne School District	Matthew Barrett	1970C Easton Turnpike	Lake Ariel	18436 PA
Bangor Area School District	William Haws	123 Five Points Richmond Road	Bangor	18013 PA
Bethlehem Area School District	Jack Silva	1516 Sycamore Street	Bethlehem	18017 PA
Delaware Valley School District	Brian Blaum	236 Route 6 & 209	Milford	18337 PA
Nazareth Area School District	Richard Kaskey	1 Education Plaza	Nazareth	18064 PA
Northampton Area School District	Joseph Kovalchik	2014 Laubach Avenue	Northampton	18067 PA
Pen Argyl Area School District	Walter Schlegel Jr.	1620 Teels Road	Pen Argyl	18072 PA
Pleasant Valley School District	James Konrad	2233 Route 115	Brodheadsville	18322 PA
Pocono Mountain School District	Elizabeth Robison	231 Pocono Mountain School Road	Swiftwater	18370 PA
Saucon Valley School District	Jaime Vlasaty	2097 Polk Valley Road	Hellertown	18055 PA
Stroudsburg Area School District	Cosmas Curry	123 Linden Street	Stroudsburg	18360 PA
Wilson Area School District	Douglas Wagner	2040 Washington Blvd.	Easton	18042 PA
Allentown School District	Carol Birks	31 S Penn Street	Allentown	18102 PA
Catasauqua Area School District	Christina Lutz-Doemling	201 N 14th Street	Catasauqua	18032 PA
East Penn School District	Kristen Campbell	800 Pine Street	Emmaus	18049 PA
Jim Thorpe Area School District	Robert Presley	1100 Center Street	Jim Thorpe	18229 PA
Lehigh Area School District	John Corby	1000 Union Street	Lehigh Area	18235 PA
Northern Lehigh School District	Matthew Link	1201 Shadow Oaks Lane	Slatington	18080 PA
Northwestern Lehigh School District	Jennifer Holman	6493 Route 309	New Tripoli	18066 PA
Palmerton Area School District	Jodi Frankelli	680 Fourth Street	Palmerton	18071 PA
Panther Valley School District	David McAndrew Jr.	1 Panther Way	Lansford	18232 PA
Parkland School District	Mark Madson	1210 Springhouse Road	Allentown	18104 PA
Salisbury Township School District	Lynn Fuini-Hetten	1140 Salisbury Road	Allentown	18103 PA
Southern Lehigh School District	Michael Mahon	5775 Main Street	Center Valley	18034 PA
Weatherly Area School District	Daniel Malloy	602 Sixth Street	Weatherly	18255 PA

Whitehall-Coplay School District	Robert Steckel	2932 Zephyr Boulevard	Whitehall	18052 PA
Butler Area School District	Brian White	110 Campus Lane	Butler	16001 PA
Mars Area School District	Mark Gross	545 Route 228	Mars	16046 PA
Moniteau School District	Aubrie Schnelle	1810 W. Sunbury Road	West Sunbury	16061 PA
Seneca Valley School District	Tracy Vitale	124 Seneca School Road	Harmony	16037 PA
Slippery Rock Area School District	Alfonso Angelucci	201 Kiester Road	Slippery Rock	16057 PA
South Butler County School District	David Foley	328 Knoch Road	Saxonburg	16056 PA
Commodore Perry School District	Ken Jewell	3002 Perry Highway	Hadley	16130 PA
Farrell Area School District	Lora Adams-King	1600 Roemer Boulevard	Farrell	16121 PA
Greenville Area School District	Brian Tokar	9 Donation Road	Greenville	16125 PA
Grove City Area School District	Jeffrey Finch	511 Highland Avenue	Grove City	16127 PA
Hermitage Area School District	LaDonna Spain	411 N Hermitage Road	Hermitage	16148 PA
Jamestown Area School District	Tracy Reiser	204 Shenango Street	Jamestown	16134 PA
Lakeview School District	Keith Wolfe	2482 Mercer Street	Stoneboro	16153 PA
Mercer Area School District	Ronald Rowe Jr.	545 W Butler Street	Mercer	16137 PA
Reynolds School District	Joseph Neuch	531 Reynolds Road	Greenville	16125 PA
Sharon City School District	Justi Glaros	215 Forker Boulevard	Sharon	16146 PA
Sharpsville Area School District	John Vannoy	1 Blue Devil Way	Sharpsville	16150 PA
West Middlesex Area School District	Raymond Omer	3591 Sharon Road	West Middlesex	16159 PA
Ellwood City Area School District	Wesley Shipley	501 Crescent Avenue	Ellwood City	16117 PA
Laurel School District	Leonard Rich	2497 Harlansburg Road	New Castle	16101 PA
Mohawk Area School District	Lorree Houk	385 Mohawk School Road	New Castle	16102 PA
Neshannock Township School District	Terence Meehan	3131 Mercer Road, Suite 3	New Castle	16105 PA
New Castle Area School District	Gregg Paladina	420 Fern Street	New Castle	16101 PA
Shenango Area School District	Joseph McCormick	2501 Old Pittsburgh Road	New Castle	16101 PA
Union Area School District	Michael Ross	2106 Camden Avenue	New Castle	16101 PA
Wilmington Area School District	Terence Meehan	300 Wood Street	New Wilmington	16142 PA
Corry Area School District	Sheri Yetzer	540 E. Pleasant Street	Corry	16407 PA
Conneaut School District	Jarrin Sperry	219 West School Drive	Linesville	16424 PA
Crawford Central School District	Jennifer Galdon	11280 Mercer Pike	Meadville	16335 PA
Erie City School District	Brian Polito	148 West 21st Street	Erie	16502 PA
Fairview School District	Donald Stark	7460 McCray Road	Fairview	16415 PA
Fort LeBoeuf School District	Rick Emerick	34 East Ninth Street	Waterford	16441 PA
General McLane School District	Matthew Lane	11771 Edinboro Road	Edinboro	16412 PA
Girard School District	David Koma	1203 Lake Street	Girard	16417 PA
Harbor Creek School District	Kelly Hess	6375 Buffalo Road	Harborcreek	16421 PA
Iroquois School District	Shane Murray	800 Tyndall Avenue	Erie	16511 PA
Millcreek Township School District	John Cavanagh	3740 West 26th Street	Erie	16506 PA
North East School District	Michele Hartzell	1901 Freeport Road	North East	16428 PA
Northwestern School District	Greg Lehman	100 Harthan Way	Albion	16401 PA
Penncrest School District	Shawn Ford	18741 State Highway 198	Saegertown	16433 PA
Union City Area School District	Matthew Bennett	107 Concord Street	Union City	16438 PA
Warren County School District	Gary Weber	6820 Market Street	Russell	16345 PA
Wattsburg Area School District	Kenneth Berlin	10782 Wattsburg Road	Erie	16509 PA
Titusville Area School District	Stephanie Keebler	301 East Spruce Street	Titusville	16354 PA
Oil City Area School District	Lynda Weller	825 Grandview Road	Oil City	16301 PA
Valley Grove School District	Kevin Briggs	429 Wiley Avenue	Franklin	16323 PA
Franklin Area School District	Eugene Thomas	40 Knights Way	Franklin	16323 PA
Cranberry Area School District	Bill Vonada	3 Education Drive	Seneca	16346 PA
Redbank Valley School District	John Mastillo	920 Broad Street	New Bethlehem	16242 PA
Clarion Area School District	Joseph Carrico	219 Liberty Street	Clarion	16214 PA
Clarion-Limestone Area School District	Brian Weible	4091 C-L School Road	Strattanville	16258 PA
North Clarion School District	Steven Young	10439 Route 36	Tionesta	16353 PA
Brookville Area School District	Erich May	104 Jenks Street	Brookville	15825 PA
Brockway Area School District	Jeff Vizza	40 North Street	Brockway	15824 PA
Dubois Area School District	Wendy Benton	500 Liberty Boulevard	DuBois	15801 PA

Andrew Price

American national resident in Texas, USA

Email: andy.price@trilogy.com

Executive Summary

Longtime head of finance at a multinational group focused on the acquisition, transformation and growth of enterprise software companies. Extensive experience with revenue management, protection of intellectual property, evaluation of investment opportunities, mergers, reorganizations and refinancing, forecasting and budgets, corporate reporting and compliance.

Experience

- **Chief Financial Officer**
 - Led finance department of a billion-dollar software group for 12 years as CFO and 3 years as VP Finance
 - One of the group's three most senior executives, responsible for its strategy of sustained profits and growth
 - Oversaw the successful acquisition and integration of 100+ companies
 - Orchestrated take-private transactions including the purchase of a NASDAQ-listed company valued at over \$400 million
 - Managed the group's quarterly budget process including vigilant monitoring of revenue and customer success
 - Contributed to the design of the group's outsourcing practice combining rigorous quality control and cost management
 - Negotiated loans in the nine figures with major banks and hedge funds
 - Played pivotal role in litigation with blue-chip companies to defend the group's IP rights and contracts

- **External Directorships**
 - Past member of the board of directors of a French technology company listed on the Paris Stock Exchange and specialized in the automatic analysis and scoring of software code quality
 - Past member of the board of directors of a Canadian technology company listed on the Toronto Stock Exchange and specialized in cloud-based billings software for mobile telecommunications networks

- **Product Manager and Developer**
 - Before entering corporate finance, served as a software developer and rotated through numerous technical positions over 13 years including delivery, business intelligence and product management
 - Combined strong technical expertise with keen business acumen to steer business units to success

Education

- B.A. in Computer Science and B.S. in Electrical Engineering, Rice University

CHRISTINE BAEZA, MLD

Cell | [REDACTED]
 Email | [REDACTED]@[REDACTED].[REDACTED]

PROFESSIONAL PROFILE

- Administrator and Educator at the higher education level with demonstrated ability to **lead, teach, and motivate students**. Ability to teach in-person, online and hybrid.
- Over 25+ years of experience as an accomplished **design** and **merchandising executive** with proven results creating product for iconic multimillion-dollar global brands.
- Character strengths include *perspective, judgment, social intelligence, creativity and leadership*.
- Ability to effectively interact with **a diverse population** of students, faculty, staff and administration.
- Experienced advocate **for interdisciplinary, service** and **experiential learning** projects.

EDUCATION

MLD, Leadership Development, Penn State University, 2014

BS Fashion and Textile Design, Philadelphia University, 1991

Certified DISC Practitioner, 2022

Certified EDITED Level 1 Associate, 2021

PROFESSIONAL EXPERIENCE **Academic**

Drexel University Antoinette Westphal College Media Arts and Design, Associate Program Director & Assistant Teaching Professor, Fashion Industry & Merchandising (July 2024 - Present)

- Spearhead strategic initiatives including Advisory Board oversight and launch of Drexel in LA program.
- Direct operations of Immersive Experience Studio and Reworn shop.
- Co-Lead curriculum development, assessment, and improvement efforts.

Program Director & Assistant Teaching Professor, Design & Merchandising (September 2020 - June 2024)

- Managed program functions including budget, faculty, strategic goals, and curriculum development.
- Reimagined execution of the 2021 Virtual Fashion Show Production.

Thomas Jefferson University, Graduate Program Director & Assistant Professor, Fashion Design Management (September 2019 - July 2020)

- Analyzed and repositioned the Program.
- Developed proposal for a more agile graduate program.

Immaculata University, Department Chair, Fashion Merchandising (September 2012 - July 2016)

- Managed departmental functions and redesigned courses to align with industry needs.
- Maintained 100% job placement rate for graduates.

CV_CURRICULUM VITAE

PROFESSIONAL EXPERIENCE **Industry**

Brand Manager, Royce Too LLC, New York, NY 2011 -2012

- Reported directly to the VP of Sales & Marketing and supported **two multi-million-dollar businesses.**

VP of Design & Development/Creative Director, Mountain High Hosiery, San Diego, CA 1997 – 2008

- Member of the executive team and supported an **\$80 million-dollar business.**

RESEARCH, GRANT, AND AWARDS **Funded Research**

Climate Hub Grant, Drexel University (\$ to be determined – not awarded)

BUILDING A SUSTAINABLE PATH: ADVANCING DESIGN EDUCATION WITH WORLD-BUILDING FOR SUSTAINABILITY AND CLIMATE ACTION", Principal investigator, 2023

The Colonial Academic Alliance Innovate/Collaborate (IN/CO) Grant Program (\$40,000 – in progress)

EMPOWERING STUDENTS TO LEAD CLIMATE RESILIENT CHANGE, Co-Principal Investigator, 2021-present

Mike Edwards Alumni Gift (\$50,000)

LEAD THE FUTURE ... from concept to consumer, Co-Principal Investigator, 2021-2023

Drexel University Scholarly and Creative Activity Award (\$8,560)

SMART TEXTILE SENSOR CUFF FOR THE PRE-DIAGNOSTIC DETECTION OF PREECLAMPSIA, Co-Principal Investigator, 2018-2021

PUBLICATIONS

Baeza, C., Quinn, E., Contributing Authors, "Accelerating Sustainability in Fashion, Apparel, and Textiles (chapter 25), 2024

Baeza, C., Quinn, E., "Transforming the fashion industry by THE EVOLUTION OF DESIGN & MERCHANDISING EDUCATION."

Journal of Higher Education Theory and Practice.

Baeza, C., Schaar, R., "Using Design Fiction to Teach Ethics in Design". Innovation, Winter 2020.

TEACHING EXPERIENCE

- Taught various courses at Drexel University, Thomas Jefferson University, and Immaculata University in areas such as fashion industry introduction, textiles, merchandising operations, and digital commerce.
- Developed and taught honors courses and interdisciplinary team-teaching experiences.

SERVICE AND PROFESSIONAL ACTIVITIES

Board Member, Learning to Lead, 2019 - Present

Committee Member, Faculty Affairs, Faculty Caucus, Westphal College of Media Arts and Design, 2021-present

Board Member, Material Exchange's Advisory Board

Committee Member Faculty Affairs, Faculty Caucus, Westphal College of Media Arts and Design 2021-present

External Review, Marist College, 2023

Course Benchmarking, Collarts, 2023

MEDIA APPEARANCES

Woman's World article, Save \$100s on just-as-great 'dupes'!, February 5 2024 issue

Drexel Magazine: How to Save the World, [Design Ethically](#), 2022

Podcast Interview: A Branded World: Why clarity and transparency are key to success – ([E43, Chris Baeza](#)), 2018

CREATIVE WORK

[2021 Virtual Fashion Show](#) Production

[2019 Fashion Show](#) Production

Jody Jurgeevich



EXPERIENCE

Trinity Lutheran Child Care and Learning Center, 918 Tayman Ave. Somerset PA 15501— *Director*

2016-Present

Responsibilities:

- Develop and implement policies and procedures to ensure the smooth operation of the Child Care Center.
- Recruit, hire, train, and supervise child care staff, including teachers, assistants, and administrative personnel.
- Provide leadership and guidance to staff members, fostering a positive and supportive work environment.
- Develop and oversee age-appropriate curriculum and activities to promote the physical, emotional, and cognitive development of children.
- Ensure that all licensing and regulatory requirements are met and maintained.
- Communicate regularly with parents regarding their child's progress, behavior, and any concerns or issues that may arise.
- Maintain accurate records and documentation related to enrollment, attendance, and staff certifications.
- Collaborate with community resources and organizations to enhance the daycare center's programs and services.

Laurel Arts Preschool Teacher, **601** 601 Georgian Place, Somerset PA 15501 — *Preschool Teacher*

2014 - 2015

Responsibilities:

- Develop and implement age-appropriate lesson plans and activities that promote the physical, emotional, cognitive, and social development of preschool-aged children.
- Create a safe and supportive classroom environment where children feel comfortable to explore, learn, and interact with their peers.
- Establish and maintain positive relationships with children and their families, fostering open communication and collaboration.
- Observe and assess each child's progress and development, and communicate regularly with parents regarding their child's achievements, challenges, and behavior.

- Incorporate diverse teaching strategies and materials to accommodate different learning styles and abilities.
- Encourage curiosity, creativity, and critical thinking skills through hands-on learning experiences and guided exploration.
- Manage classroom behavior effectively, using positive reinforcement and appropriate discipline techniques.
- Collaborate with other preschool staff members to plan and coordinate special events, field trips, and parent involvement activities.
- Maintain a clean, organized, and inviting classroom environment, including arranging furniture, setting up learning centers, and displaying children's artwork and projects.
- Stay informed about current trends, best practices, and research in early childhood education, and participate in professional development opportunities to enhance teaching skills and knowledge.

Somerset Area School District & North Star School District,

Somerset, PA and Boswell, PA — *Substitute Teacher*

2011 - 2014

Responsibilities:

- Follow the lesson plans provided by the absent teacher and effectively deliver instruction to students in the assigned subject area or grade level.
- Adapt teaching strategies and materials to meet the needs of individual students and maintain continuity of learning in the absence of the regular teacher.
- Manage classroom behavior and ensure a safe and productive learning environment by enforcing school rules and policies.
- Maintain accurate attendance records and report any issues or concerns to the school administration.
- Foster positive relationships with students, building rapport and trust to facilitate effective teaching and learning.
- Provide support and assistance to students as needed, answering questions, clarifying instructions, and offering guidance on assignments and projects.
- Collaborate with other teachers and staff members to ensure smooth transitions and consistency in classroom procedures.
- Communicate with the regular teacher and school administration regarding any significant incidents or developments during the absence.
- Complete any additional duties or responsibilities assigned by the school administration, such as monitoring lunch or recess periods.

EDUCATION

Harding University, Searcy, AR — *Bachelors Degree in Early Childhood and special education minor*

2001-2005

Chicago School of Psychology, Online — *Child & Adolescent Psychology*

2020-2021

Nicole Lombardo



Cross-Vertical Marketer // Growth Architect

Professional summary

Seasoned marketing professional with 10+ years of expertise driving growth and engagement across healthcare and media industries. Leveraging AI-driven solutions, strategic partnerships, and data analysis, excels in optimizing user experiences and achieving cost-effective outcomes. Proven track record in enhancing HCP engagement, efficient marketing spend, and revenue growth through innovative strategies.

Employment history

JAN 2024 - PRESENT
FORT WASHINGTON, PA

Senior Growth Manager, Performance Marketing, USHealthConnect, ReachMD

- Lead company growth initiatives with a dual focus: Global Healthcare Professional (HCP) Growth and Commercial Lead Generation (BTC).
- Pioneering AI-driven global translation solutions, optimizing user experiences and enhancing HCP subscriber acquisition across international markets.
- Spearheading commercial lead generation strategies, crafting compelling lead magnets, and fine-tuning campaign messaging to surpass performance benchmarks.
- Fostering strategic partnerships to drive global HCP growth, evaluating new opportunities, and managing international programs for cost-effective subscriber acquisition.
- President's Club Recipient Q1 2024

JAN 2021 - JAN 2024
FORT WASHINGTON, PA

Marketing Manager, Oncology HCP Marketing, USHealthConnect, ReachMD

- Led marketing efforts for the Oncology specialty, driving consistent HCP engagement and maximizing performance across all platforms.
- Managed marketing for over 300 active content pieces live simultaneously, delivering on 100% of program goals, including CME, promotional, editorial, and advertising campaigns.
- Achieved a 22% YOY increase in total participation and a 42% boost in on-site engagement among participating Oncology HCPs.
- Delivered a 52% rise in pretests and a 119% surge in posttests from participating Oncology HCPs, resulting in improved outcomes reporting.
- Reduced marketing spend by 57%, resulting in a 65% more efficient cost per participation.
- President's Club Recipient Q3 2021, Q2 2022

FEB 2020 - JUL 2020
PHILADELPHIA, PA

Partnership & Brand Marketing Specialist, Xfinity, Comcast

- Managed paid TV and radio programming for Xfinity's brand and partnership initiatives.
- Contributed to digital acquisition efforts through partnership marketing with NASCAR and Esports, overseeing asset creation, messaging alignment, and campaign optimizations.
- Assisted the VP of Partnership Marketing in developing the 2021 Xfinity Customer Loyalty Program.
- Managed agency relationships for campaign execution, trafficking needs, and creative development.

APR 2018 - JAN 2020

NEW YORK, NY

Associate Director of Marketing, Entertainment & Media, Condé Nast Integrated Marketing & Sales

- Managed entertainment accounts for Condé Nast's 22 brands, including WarnerMedia (HBO, TNT), Universal Pictures, and AMC Networks.
- Developed integrated marketing campaigns across social, digital, print, email, and events.
- Increased HBO's partnership revenue by 20% YOY, culminating in a \$3.5M upfront deal in 2020.
- Led end-to-end project management, including ideation, budget management, cross-functional collaboration, and presenting results to clients.

2014 - 2018

NEW YORK, NY

Digital Account Manager, Senior Sales Planner, Digital Associate, Condé Nast Digital Media

- Managed digital accounts, delivering 100% of campaigns ensuring client satisfaction through tailored strategies.
- Led sales planning with a team of sales planners responsible for the allocation of client budget anywhere from \$75,000-\$5M.
- Collaborated with cross-functional teams to deliver innovative digital solutions, enhancing user engagement.
- Analyzed market trends to develop effective campaigns, driving measurable growth in audience reach.
- Resolved client issues promptly, maintaining strong relationships and ensuring project success.

Education

2010 - 2014

WASHINGTON, DC

BA in Strategic Communication, American University, School of Communication

Minor in Economics, School of Arts and Sciences

- Division 1 Women's Lacrosse Team, 2010–2014
- Honors: Cumulative GPA 3.47
 - Dean's List (2011–2012)
 - Patriot League All-Academic Honor Roll (2011, 2012, 2013)

Skills

Team Leadership

Collaboration

Cost Efficiency

Paid Media

Relationship Management

Presentation Delivery

Project Management

Partnership Development

Ideation

Lead Generation

Performance Metrics

AI Integrations

Budget Management

Digital Media

Paid Social

Public Speaking

Product Lifecycle Management

Stakeholder Communication

Data Analysis

Digital Strategy

Customer Insights

Thomas Ovenden - 'Tommo'

Tom Ovenden

Pittsburgh, Pennsylvania, United States | Email:tommo@steelcityfc.com | Phone: 4128740377 | LinkedIn: <https://www.linkedin.com/in/tomovenden/>

Professional Summary

Dynamic and accomplished soccer development leader with over 15 years of experience in sports coaching, development, and marketing, passionate about youth development and entrepreneurship to cure all. Founded Steel City FC, leading its expansion from 65 players to 1,500 through partnerships and executing a plan. Entrepreneurial-minded with a proven track record of building competitive programs, driving player development, and managing large-scale soccer operations. Dedicated to advancing the game of soccer in the U.S. with a focus on innovation, sustainability, and community impact.

Professional Experience

Director and Owner | Steel City FC

Pittsburgh, PA | May 2016 – Present

- Founded and grew Steel City FC from 65 to 1,500 players by leveraging strategic partnerships and creating a unique player development model.
- Negotiated the strategic partnership and merger between Hotspurs SC and other organizations, establishing a comprehensive player pathway and elevating soccer in Pittsburgh.
- Managed all aspects of the club's operations, including player scouting, talent development, coach recruitment, and competitive programming.
- Led community outreach and marketing efforts to increase participation, creating a deep connection between Steel City FC and the local soccer community.
- Spearheaded long-term growth strategies, including facility expansions and advanced development programs.



Director | Pittsburgh Hotspurs SC

Pittsburgh, PA | May 2016 – January 2024

- Scaled Pittsburgh Hotspurs SC from 65 to 1,000 players by implementing innovative training programs and forming key partnerships.
- Directed club operations with a focus on creating a competitive and supportive environment for both players and coaches.
- Facilitated the club's integration into Steel City FC, contributing to its growth and expansion in the regional soccer landscape.

Regional Director | UK International Soccer Camps

PA, OH, IN, KY | September 2010 – January 2024

- Managed UK International Soccer Camps in four states, overseeing coach recruitment, education, and placement with soccer clubs.
- Developed and led soccer camps to provide high-quality training and enhance player skills across the region.
- Coordinated recruitment efforts, bringing in top coaching talent from the UK to deliver unique soccer experiences.

Regional Manager | MLS Camps

PA, OH, VA, FL | March 2007 – April 2009

- Directed operations for MLS Camps across multiple states, overseeing camp logistics, staff, and partnerships with local soccer organizations.
- Led promotional and marketing efforts to attract participants and build a strong presence for MLS Camps within the region.

Education

Bachelor of Science (B.Sc.) in Sport Science

Liverpool John Moores University, United Kingdom | 2000 - 2003

Key Skills

- Sports Coaching
- Sports Development
- Sports Marketing
- Entrepreneurship
- Soccer Program Expansion & Development

Certifications

- **UEFA B Licence, Soccer Coaching**
Football Association of Wales |
Achieved in April 2020

DANIEL PEREZ



SUMMARY

Collaborative leader dedicated to partnering with colleagues to promote an engaging and empowering work culture. Documented strengths in building and maintaining relationships with diverse range of stakeholders in dynamic, fast-paced settings.

SKILLS

- Enrollment/Retention
- Restorative & Trauma Informed Care
- Teacher Evaluation
- Curriculum & Instruction/IB Programming
- Analytical Skills
- Social Emotional Learning
- Daily School Operations
- Athletic Program Development
- Slate CRM
- Project Management

EXPERIENCE

Assistant Principal

Lehigh Valley Academy Charter School - Elementary School | Dec 2023 - Present

- Provide visionary leadership in collaboration with the principal to develop and implement strategic plans, policies and initiatives that enhance the overall educational experience for students in our International Baccalaureate program.
- Play a key role in curriculum development and improvement, ensuring alignment with state and district standards. Coordinate professional development sessions for teachers to enhance instructional strategies and content delivery.
- Successfully manage student discipline and behavior issues by implementing fair and consistent policies utilizing Restorative Practices. Collaborate with teachers, parents, and support staff to create a positive and inclusive school environment.
- Conduct regular teacher evaluations, providing constructive feedback and support for professional growth. Implement mentorship programs to facilitate the professional development of new and existing faculty members.
- Utilize data-driven decision-making to assess student performance and guide instructional practices. Implement effective assessment strategies and analyze results to improve academic outcomes.
- Assist in budget development and management, ensuring efficient use of resources to support educational programs. Seek and secure additional funding through grant applications and community partnerships.

- Initiate and facilitate professional development opportunities for faculty and staff, focusing on current educational trends, technology integration, and innovative teaching methodologies. Promote a culture of continuous learning and improvement.

Climate Manager

Building 21 High School | Aug 2019 - Aug 2023

- Developed and managed school behavioral expectations, including attendance and classroom alignment with school-wide goals.
- Assisted staff with the creation and alignment of classroom student behavioral expectations and classroom management plans as well as actively trained staff regarding student management issues via restorative and trauma informed care with a deep focus on mental health and social emotional learning.
- Managed documentation of student behavior through the student management system.
- Compiled, analyzed, and shared student discipline data regularly and used data to make decisions.
- Led school advisory program which included weekly academic and behavior monitoring by advisors as well as the creation of advisory curriculum focusing on all components of social-emotional learning, decision-making, and college & career readiness.
- Created and managed PBIS system that promoted a positive school culture through monthly incentives, student of the month awards and daily wellness check-ins.
- Managed recruitment by cultivating and maintaining relationships with prospective students, parents, counselors, community-based organizations, and admissions volunteers.
- Evaluated applications by reviewing and completing candidate materials and supervise the document and file completion process.
- Coordinated and implemented all aspects of communication to prospective students using various platforms.
- Created and maintained partnerships with organizations in the community and educational sphere to meet the social-emotional needs of students.
- Onboarded new employees with training and new hire documentation.
- Coordinated various aspects of the sports program.

Physical Education Teacher

Bronx Collaborative High School | Jan 2019 - Jul 2019

- Developed and implemented individualized education programs (IEPs) for special education students using inquiry-based learning practices.
- Identified and implemented goals tailored to students' individualized needs and skills in advanced placement courses.
- Coordinated plans for college and career readiness with parents, teachers, teacher assistants, and other service providers for students with varying disabilities in an integrated co-teaching setting.
- Trained and consulted with teachers on differentiating instruction for meeting the needs of a diverse student population.
- Instructed students using inquiry-based physical education learning practices.
- Taught physiology and nutrition elective courses.
- Purchased and maintained equipment used during physical education classes.
- Created inquiry-based curriculum for physical education programs.

- Implemented restorative practices in a pro-active manner to address student discipline, safety, and welfare issues.

Assistant Principal

Pottstown Middle School | Jul 2018 - Jan 2019

- Supervised, observed, and evaluated teachers using Danielson to further school's vision of academic excellence.
- Supported the development of curriculum instructional strategies, lesson planning and oversaw classroom activities creating an environment conducive to collaborative learning.
- Facilitated professional development experiences for faculty to support excellence in all aspects of the school setting.
- Assisted with daily school operations including staff member coverage, scheduling, daily attendance, and building maintenance.
- Created and maintained partnerships with community academic organizations ranging from private to non-profit, as well as higher education institutions.
- Coordinated transportation, cafeteria services, and other support services.
- Cultivated and maintained positive relationships with diverse stakeholders, such as parents, school volunteers and outside agencies.
- Prepared school calendar and assisted the principal in counseling and disciplinary matters using PBIS and restorative justice practices.

Director of Climate and Culture

Bronx Collaborative High School | Mar 2017 - Jul 2018

- Managed a diverse staff of over 60 educators with a focus on student services, restorative justice, trauma informed care, and guidance counseling.
- Monitored and addressed student discipline, safety, and welfare issues through meetings with parents, investigating incidents, documenting findings, and conforming to legal requirements and regulations.
- Led the integration and implementation of restorative practices including community building, social-emotional learning, positive and developing inclusive classroom environments and effective instruction.
- Assisted in behavioral crisis response by providing restorative & trauma informed care.
- Assisted with data collection and program evaluation.
- Managed a team of staff members in the student recruitment and enrollment of 190 ninth grade students for the upcoming school year.
- Attended instructional development meetings, conferences, in-service training sessions and other events.
- Developed and maintained supportive partnerships with school site leadership, staff, families, and community partners.
- Implemented the school district's curriculum and instruction and executed observations to improve teacher practices.
- Planned, scheduled, and coordinated school functions including athletics, student activities and assemblies.

Physical Education Teacher

Bronx Collaborative High School | Aug 2015 - Dec 2017

- Instructed students using inquiry-based physical education learning practices.

- Taught physiology and nutrition elective courses.
- Created inquiry-based curriculum for physical education programs.

Special Education Teacher

Bronx Collaborative High School | Aug 2015 - Dec 2017

- Identified and implemented goals tailored to students' individualized needs and skills.
- Trained and consulted teachers on differentiating instruction to meet the needs of a diverse student population.
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Cultivated connections and strong student rapport to foster classroom engagement.
- Recorded student progress to inform parents and school administration.

Health and Fitness Coordinator

I Challenge Myself | Feb 2015 - Aug 2015

- Created a physical education curriculum centered around health and wellness for four New York City Department of Education schools.
- Provided individual coaching and professional development to physical education teachers in order to implement PE programs.
- Created partnerships with health & wellness organizations to enhance program outcomes.
- Conducted needs assessments/surveys to determine interest in or satisfaction with wellness and fitness programs, events, or services.

Sports Coordinator

Greenwich Village Youth Council | Jun 2012 - Mar 2015

- Planned seasonal camps for students ranging from middle school to high school.
- Recruited and trained staff members to provide exceptional coaching and services.
- Performed inventories on sports equipment and ordered more or made repairs.
- Taught individual and group lessons for various sport to athletes between ages of 9-21.
- Partnered with sister school and assisted in coaching both girls and boys high school basketball teams in accordance with all PSAL guidelines.

Adaptive Physical Education Teacher

The Life Skills School | Jan 2012 - Aug 2014

- Instructed students with disabilities (ages 9-21) in adaptive physical education.
- Assessed student's fitness levels throughout school year and recorded key details about individual progress to track changes.
- Implemented computer courses that integrated various forms of technology which led to students enhancing their life skills, math, science, and reading skills.
- Performed duties as basketball coach.

EDUCATION AND TRAINING

B.S: Physical Education & Exercise Science

Brooklyn College | Brooklyn, NY | August 2011

Dean's List (All Semesters), GPA: 3.97 / 4.0

M.S Teaching Students with Disabilities, Childhood Education

Brooklyn College | Brooklyn, NY | August 2013

M.S: Educational Leadership

Niagara University | Niagara, NY | August 2018

ACCOMPLISHMENTS

- School Building Leader, Pennsylvania (School Admin PK-12)
- Physical Education, Professional, New York
- Restorative Justice Tier 1 and Tier 2 certificate

STEFANIE BADURIA, ED.D.

Austin, TX | [REDACTED] | [REDACTED]

EDUCATION

- 2013 – 2018 **Doctor of Education, Educational Leadership**
University of Southern California (USC); Los Angeles, CA
- 2020 – Present **Master of Business Administration**
Southern New Hampshire University (SNHU); Manchester, NH
- 2008 – 2010 **Master of Arts, Child and Adolescent Literacy**
Loyola Marymount University (LMU); Los Angeles, CA
- 2004 – 2008 **Bachelor of Arts, Liberal Studies**
Loyola Marymount University (LMU); Los Angeles, CA

PROFESSIONAL EMPLOYMENT

- July 2022 – present **Director of K-8**
Alpha
Austin, TX
- July 2021 – July 2022 **Launch Lead/Campus Director**
Alpha
Brownsville, TX
- July 2017 – July 2021 **Director of Education**
LA Galaxy
Carson, CA
- July 2015 – July 2017 **Academic Program Manager**
LA Galaxy
Carson, CA
- June 2009 – June 2015 **Lead Teacher, 4th Grade**
Visitation School
Los Angeles, CA
- June 2012 – June 2014 **Student Council Supervisor**
Visitation School
Los Angeles, CA
- June 2009 – June 2013 **Athletic Director**
Visitation School
Los Angeles, CA

RELEVANT VOLUNTEER EXPERIENCE

- Nov 2017 – July 2021 **Chair of Education Committee**
LA Galaxy Foundation Board

HONORS & AWARDS

- June 2019 **USC Rossier School of Education Second Century Alumni Award Finalist**
- February 2018 **LA Galaxy Champion Award**
- October 2008 **Lowe's Senior Class All-American Finalist**

TIM EYERMAN

EDUCATOR, ADMINISTRATOR & ADVOCATE

EDUCATION

ALLEGHENY COLLEGE

Bachelor's, 2007
History/Latin

ARIZONA STATE UNIVERSITY

Master's, 2009
Secondary Education

UNIVERSITY OF PHOENIX

Master's, 2012
Administration and Supervision

ARIZONA STATE UNIVERSITY

EdD, 2026 (in progress)
Education and Innovation

CONTACT INFORMATION

ADDRESS

Austin, Texas

PHONE

EMAIL

LINKEDIN

www.linkedin.com/in/timeyerman

SERVICE & ACTIVITIES

- Volunteer 3rd grade reading tutor (All-Star Tutoring)
- President, Phi Kappa Psi
- Radio on-air talent
- Flag football coach
- QUEST for Kids mentor
- St. Vincent DePaul deliveries
- P.F. Chang's Arizona Marathon finisher (2011, 2013, 2014)
- Phi Sigma Iota

EXPERIENCE

ALPHA • JUNE 2024– PRESENT

DEAN OF PARENTS, ALPHA (2HOURLearning) • AUSTIN, TX (AND REMOTE)

- Supporting parents and families across diverse schools and states, fostering strong community relationships.
- Organizing and facilitating timely meetings to address and resolve parental concerns, ensuring open communication.
- Founded and successfully marketed GT School in Georgetown, TX, driving its growth and community engagement

SCOTTSDALE UNIFIED SCHOOL DISTRICT • JULY 2019 –JUNE 2024

PRINCIPAL, COPPER RIDGE SCHOOL • SCOTTSDALE, AZ

- Oversee hiring, evaluation, and management of 70 staff members
- Responsible for K-8 campus serving over 600 students
- Increase in both student achievement and parent satisfaction within the first year

BASIS.ED • JULY 2012 – JUNE 2019

SENIOR DIRECTOR OF CHARTER SCHOOL ADVOCACY • SCOTTSDALE, AZ

- Planned and executed the first phase of expansion projects including site selection, application, and recruitment
- Successfully opened 5 new campuses across three different states with a total budget of \$30 million, creating quality education for 2700 new students, and 250 new permanent jobs
- Oversee and manage the International Student Program, including supervision of two staff members and 20 students' selection and placement
- Advocate and explore new markets for BASIS.ed serving as the spokesman and main point of contact for all new expansion project
- Author charter applications of over 300 pages in narrative and descriptions, interact with local governments, and explore local policy to understand conditions and academic policies necessary for success

HEAD OF SCHOOL • WASHINGTON, DC & PHOENIX, AZ • JULY 2014 - JULY 2017

- Provided strong leadership and vision for 600 students and 70 staff members and lead the school to a #1 ranking in all of DC; responsible for curriculum, observation, and culture
- Successfully planned, opened, and staffed the first BASIS Curriculum Primary School in Phoenix, AZ in 2014

DIRECTOR OF UPPER SCHOOL/TEACHER • PHOENIX, AZ • JULY 2012 - JUNE 2014

- Instructional Adviser responsible for teacher evaluations and recruitment
- Latin and history Chair

OTHER TEACHING EXPERIENCE • 2007 - 2013

PHOENIX COLLEGIATE ACADEMY PHOENIX, AZ

- Math and English Language Arts teacher (2010 - 2011)
- Mentor teacher and Grade Level Chair

ISAAC MIDDLE SCHOOL PHOENIX, AZ

- 7th Grade American History Teacher
- Leadership Committee Member

LEADERSHIP & AWARDS

ELECTED LEADERS FELLOWSHIP • FALL 2021 • (REMOTE)

- Chosen to support a local city council election in Atlanta, GA
- Complied voter information, fundraised, regularly attended campaign meetings

ASPIRING LEADERS FELLOWSHIP • JUNE 2012 • PHOENIX, AZ

- Chosen from over 60 applicants based on exemplary leadership
- Completed rigorous hands-on training for charter school start-up leaders

ARIZONA STATE BOARD FOR CHARTER SCHOOLS • MAY 2011 • PHOENIX, AZ

- Appointed by Governor Jan Brewer
- Responsible for issuing and renewal of charters in Arizona

FREDERICK SONTAG PRIZE IN URBAN EDUCATION • APRIL 2010 • BOSTON, MA

- Worked with leaders from Harvard Continuing School of Education
- Taught in high-need Boston Public Schools

TEACH FOR AMERICA • 2007 • PHOENIX, AZ

- Selected from nationwide applicant pool of over 19,000



0013967298



COMMONWEALTH OF PENNSYLVANIA
 Department of State
 Bureau of Corporations and Charitable Organizations
 PO Box 8722
 Harrisburg, Pennsylvania 17105-8722
ARTICLES OF INCORPORATION - NONPROFIT
 Fee: \$125

Pennsylvania Department of State

-FILED-

File #: 0013967298
Date Filed: 9/27/2024

B0740-0503 09/27/2024 8:59 AM Received by Pennsylvania Department of State

DSCB:15-5306/7102 (rev. 1/2023)

In compliance with the requirements of [15 Pa.C.S. § 5306](#) (relating to articles of incorporation) or [15 Pa.C.S. § 7102](#) (relating to cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperative corporation, hereby state(s) that:

Nonprofit Corporation Type

Filing type Domestic Nonprofit Corporation
 Nonprofit filing subtype Nonprofit Corporation

Corporation Name

Business name Unbound Academic Institute (PA) Charter School, Inc.

Effective Date

The filing shall be effective when filed with the Department of State

The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
Operating a cyber charter school pursuant to the Pennsylvania Charter School Law (24 P.S. §§ 17-1701-A -- 17-1723-A)

Additional Information

The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

The incorporators constitute a majority of the members of the committee authorized to incorporate such association by the requisite vote required by the organic law of the association for the amendment of such organic law.

This corporation shall have no members.

Registered Office

The name of the commercial registered office provider and the county of venue is

Registered Agents Inc
Commercial Registered Office Provider

Venue and Publication County ERIE

Stock

The corporation is organized on a nonstock basis

Incorporators

Name of individual or organization	Address
Andrew S Price	2028 E Ben White Blvd Ste 240-2650 Austin, TX 78741

Additional provisions, if any

Additional provisions Unbound Addendum.pdf

I qualify for a veteran/reservist-owned small business fee exemption (see help)

Electronic Signature

IN TESTIMONY WHEREOF, the incorporator(s) has/have signed these Articles of Incorporation

Andrew S Price

Andrew S Price

09/27/2024

Date

Unbound Academic Institute (PA) Charter School, Inc.

Addendum to the Articles of Incorporation

11.

- (1) The corporation is organized exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, as amended, including the purpose of operating a cyber charter school pursuant to the Pennsylvania Charter School Law (24 P.S. §§ 17-1701-A -- 17-1723-A).
- (2) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members (if any), trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these articles.
- (3) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.
- (4) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- (5) Upon the dissolution of the corporation, assets shall be distributed to the intermediate unit in which the cyber charter school's administrative office was located for distribution to the school districts in which the students enrolled in the cyber charter school reside at the time of dissolution.

Date of this notice: 09-27-2024

Employer Identification Number:
99-5133157

Form: SS-4

Number of this notice: CP 575 E

UNBOUND ACADEMIC INSTITUTE PA
CHARTER SCHOOL INC
146 E KING ST UNIT 1210
LANCASTER, PA 17602

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 99-5133157. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

**BYLAWS OF
UNBOUND ACADEMIC INSTITUTE (PA) CHARTER SCHOOL, INC.,
A PENNSYLVANIA NONPROFIT CORPORATION**

ARTICLE 1: NAME AND LOCATION

1.1 NAME: The name of this corporation is Unbound Academic Institute (PA) Charter School, Inc. (hereinafter referred to as the “Corporation”).

1.2 PRINCIPAL OFFICES: The principal office of the Corporation shall be located at:

146 East King St, Unit #1210
Lancaster, PA 17602

The Corporation may also maintain offices at such other locations as the Board of Trustees (as defined in Section 5.3) may from time to time determine.

ARTICLE 2: DURATION

The duration of the Corporation shall be perpetual unless otherwise provided for in the Articles of Incorporation.

ARTICLE 3: NONPROFIT PURPOSES

3.1 NONPROFIT PURPOSES: The Corporation shall not be organized or operated for profit and no part of the net earnings of the Corporation shall inure to the benefit of any person or entity. Specifically, the Corporation’s purpose is to advance educational purposes by operating a cyber charter school pursuant to the Pennsylvania Charter School Law (24 P.S. §§ 17-1701-A -- 17-1723-A).

3.2 EXCLUSIVE CORPORATE PURPOSES: The purposes of the Corporation shall be subject to 3.1 above and subject to the express provisions of the Articles of Incorporation.

ARTICLE 4: MEMBERS

The Corporation shall have no “members.”

ARTICLE 5: BOARD OF TRUSTEES

5.1 QUALIFICATIONS OF TRUSTEES. All Trustees (as defined in Section 5.3) must maintain a primary residence in Pennsylvania. No trustee may serve on the Board if they are a member of a local school board in Pennsylvania.

5.2 INITIAL BOARD: The initial Voting Trustees (as defined in Section 5.3), subject to removal, death, incapacity, or resignation, shall serve until the earlier of (a) the end of their term, as specified in Section 5.8, and (b) the election and qualification of their respective successors as is provided by the applicable state law.

5.3 NUMBER OF TRUSTEES AND BOARD COMPOSITION:

(a) The Corporation shall have at least three (3) but no more than seven (7) members of the board of trustees who are entitled to vote on all matters brought before the board of trustees (the "Voting Trustees"). From January 1, 2025, the minimum number of Voting Trustees is increased to five (5) while the maximum remains seven (7). The Voting Trustees may appoint an unlimited number of individuals who are not entitled to vote on matters brought before the board of trustees (the "Non-Voting Trustees" and, together with the Voting Trustees, the "Board of Trustees"; Voting Trustees and Non-Voting Trustees may also be referred to individually as a "Trustee").

(b) A Non-Voting Trustee shall have no right to vote on any matters brought before the Board of Trustees.

5.4 RESIGNATION: Any Trustee may resign at any time upon written notice to the Corporation as provided by applicable law.

5.5 DUTIES, POWERS, AND COMMITTEES:

(a) The Board of Trustees shall be responsible for the control and management of the affairs, property, and interests of the Corporation, including but not limited to, planning and supporting programs and activities consistent with the Corporation's purposes. The Board of Trustees is legally responsible for all transactions of any School.

(b) All Schools shall at all times be operated by the Board of Trustees in accordance with the Pennsylvania Charter School Law (24 P.S. §§ 17-1701-A -- 17-1723-A), 24 P.S. §§ 17-1741-A – 17-1749-A and all other applicable laws and regulations.

(c) The Corporation shall have ultimate responsibility for employment, management, dismissal, and discipline of its employees.

(d) The Corporation shall not enter any agreement that enables a third party to assume control over or replace any Trustees of the Corporation under any circumstances.

(e) The Board of Trustees shall have the power to appoint officers and appoint committees to assist the Trustees in the conduct of the Corporation's affairs.

5.6 MEETINGS:

(a) Meetings shall be held at regular or irregular intervals of time and at such places as the Board of Trustees shall fix in advance or as may be called by the president ("President") or one-third (1/3) of the Board of Trustees on at least 48 hours advance notice.

(b) Whenever notice is required to be given under any provision of the Pennsylvania Nonprofit Corporation Law, the Pennsylvania Charter School Law, other applicable law, the Articles of Incorporation or these Bylaws, a written waiver, signed by the person entitled to notice, or a waiver by electronic transmission by the person entitled to notice, whether before or after the time of the event for which notice is to be given, shall be deemed equivalent to notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Trustees need be specified in any written waiver of notice or any waiver by electronic transmission unless so required by the Articles of Incorporation or these Bylaws.

(c) The Board of Trustees may permit any or all Trustees to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Trustees participating may simultaneously hear and be heard by each other during the meeting. A Trustee participating in a meeting by this means is deemed to be present in person at the meeting.

(d) Upon the final approval of the Corporation's charter application, the Corporation shall be subject to the act of July 3, 1986 (P.L. 388, No. 84), known as the "Sunshine Act."

5.7 QUORUM: A majority of the Voting Trustees shall constitute a quorum for the transaction of business, and all actions of the Board of Trustees shall be determined by a majority of the quorum present, unless otherwise required by applicable law.

5.8 TERM: Each Trustee shall serve a term of three (3) years (unless earlier removed as provided for in Section 5.10), beginning after his or her election or appointment. No Trustee may serve more than two (2) consecutive terms. Any partial term served for more than one year will count as a full term. After two consecutive terms, a Trustee must wait one year before being eligible for re-election.

5.9 VACANCIES: Any vacancy in the Board of Trustees (whether created by resignation, removal, death, term limits, or incapacity or by increase in the number of members) may be filled by a majority vote of the remaining Voting Trustees, at any meeting of the Board of Trustees.

5.10 REMOVAL OF TRUSTEES:

(a) The Board of Trustees shall establish written policies and procedures for handling conflict, working with any Trustee who is no longer productive or is struggling to

keep their commitment, and is being removed for Cause. These policies and procedures shall be set forth in Board of Trustees' agreements and reaffirmed by all active Trustees on an annual basis. "Cause" for removal shall include, but not be limited to, a trustee's failure to attend three (3) consecutive regular meetings without a valid excuse, engaging in conduct that is detrimental to the Corporation, or violating the Corporation's policies or bylaws. The Trustee in question shall be given an opportunity to address the Board of Trustees before a vote is taken on their removal.

(b) Any Trustee may be removed from office by a majority vote of the remaining Voting Trustees at any meeting at which notice of removal has been given as hereinafter provided, with or without cause. Any Trustee proposed to be removed shall be entitled to at least ten (10) days advance written notice, with confirmation of receipt thereof, of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

(c) Any Trustee shall be automatically disqualified and immediately removed from the Board of Trustees upon conviction for an offense graded as a felony, an infamous crime, an offense pertaining to fraud, theft or mismanagement of public funds, any offense pertaining to the member's official capacity as a member of the Board of Trustees or any crime involving moral turpitude.

(d) In addition to the causes for removal outlined herein, a Trustee may be removed for failure to organize or neglect of duty as defined by the Pennsylvania Charter School Law. "Neglect of duty" includes the failure of a Trustee to perform the duties prescribed by law or these Bylaws, including but not limited to repeated failure to attend meetings without valid excuse, or failure to fulfill fiduciary duties. Removal shall be initiated by an affirmative vote of the majority of the remaining Voting Trustees at any meeting called for that purpose.

5.11 PRESIDENT: At all meetings of the Board of Trustees, the President or vice president ("Vice President") chosen by the Voting Trustees present shall preside.

5.12 COMPENSATION: No Trustee or officer shall receive compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a Trustee or officer.

5.13 CONFLICT OF INTEREST POLICY: The Corporation's Board of Trustees shall adopt and ensure compliance with a conflict of interest and anti-nepotism policy (the "Policy"). No Trustee shall, as a private citizen, engage in any business transaction with the cyber charter school of which they are a Trustee, be employed in any capacity by the school, or receive any pay for services rendered to the school.

5.14 STATEMENT OF FINANCIAL INTERESTS: All Trustees shall file a statement of financial interests for the preceding calendar year with the State Ethics Commission and the Pennsylvania Department of Education as required by law.

5.15 OATH OF OFFICE: All Trustees shall take the oath of office as required by law before entering upon the duties of their office.

5.16 PARENT REPRESENTATIVE: Upon commencement of the cyber charter school's operations, at least one member of the Board of Trustees shall be a parent of a child currently attending the cyber charter school. This parent representative shall be eligible to serve only so long as their child attends the cyber charter school. If at any time after the school begins operations the Board does not include such a parent, the Board shall take action at its next meeting to appoint a qualifying parent to fill a vacancy in accordance with Section 5.9. The parent representative shall meet all other qualifications for Trustees as outlined in these Bylaws.

5.17 AUDIT COMMITTEE AND ANNUAL AUDIT:

(a) The Board of Trustees shall form an independent audit committee composed of its members. This committee shall review a complete certified audit of the operations of the charter school entity at the close of each fiscal year.

(b) The audit shall be conducted by a qualified independent certified public accountant in accordance with generally accepted audit standards of the Governmental Accounting Standards Board.

(c) The audit committee shall present the results of the annual audit to the full Board of Trustees for review and approval.

5.18 BOARD OF TRUSTEES VOTING REQUIREMENTS: An affirmative vote of a majority of the members of the Board of Trustees, duly recorded and showing how each member voted, shall be required for the Board of Trustees to take action on the following subjects:

(a) Adoption of the school calendar, which shall 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). The school shall not be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays, unless Monday is designated as the weekly holiday for the entire school year.

(b) Adoption of textbooks.

(c) Appointment or dismissal of school administrators.

(d) Adoption of the annual budget.

(e) Purchase or sale of land.

(f) Locating new buildings or changing the locations of old ones.

(g) Creation or increase of any indebtedness.

(h) Adoption of courses of study.

(i) Designation of depositories for school funds.

(j) Entry into contracts of any kind where the amount involved exceeds \$200.

(k) Fixing salaries or compensation of administrators, teachers, or other employees of the school.

(l) Entry into contracts with, and making appropriations to, an intermediate unit, school district, or Career and Technical Center for the school's proportionate share of the cost of services provided by the foregoing entities.

5.19 EMPLOYEE DISMISSAL: The Board of Trustees shall adopt procedures for the dismissal of employees, which must be incorporated into these Bylaws. Dismissal procedures shall include, but not be limited to, the following:

(a) An opportunity for the employee to receive notice of the reasons for dismissal.

(b) An opportunity for the employee to be heard by the Board of Trustees before a final decision is made regarding dismissal.

(c) Adherence to due process requirements as outlined in the Pennsylvania Charter School Law and other applicable state and federal laws.

ARTICLE 6: OFFICERS

6.1 POSITIONS, ELECTION AND TERM OF OFFICE:

(a) The officers of the Corporation shall consist of a President, secretary (“Secretary”), treasurer (“Treasurer”) and such other officers with such powers and duties not inconsistent with these Bylaws as may be determined by the Voting Trustees.

(b) Officers of the Corporation shall be elected by the Voting Trustees.

(c) Each officer shall, subject to removal, resignation, death, or incapacity, serve for such term, if any, as is specified by the Board of Trustees and until his or her successor shall have been elected and qualified.

6.2 VACANCIES: A vacancy in any office shall be filled for the remainder of the term by the Voting Trustees at any meeting of the Board of Trustees.

6.3 PRESIDENT: Subject to any supervisory power as may be given by the Board of Trustees, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Trustees, have general supervision, direction and control over the activities and officers of the Corporation. The President shall have the general powers and duties of management usually vested in the office of a president of the Corporation. The President shall have such other powers and duties as may be prescribed by the Board of Trustees or these Bylaws.

6.4 SECRETARY: The Secretary shall:

(c) Keep or cause to be kept a book of minutes of all the meetings of members and of the Board of Trustees and of the Executive Committee, if any;

(d) Cause all notices to be duly given in accordance with the law and the provisions of the Bylaws;

(e) In general, perform all duties incident to the office of the Secretary.

6.5 TREASURER: The Treasurer shall:

(a) Have charge of and supervision over and be responsible for the funds, securities, negotiable instruments, receipts and disbursements of the Corporation;

(b) Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation in accordance with generally accepted accounting principles;

(c) Render to the President, or the Board of Trustees, and to the members, whenever requested, a statement of the financial condition of the Corporation (including the financial interests of its activities) and of all his or her transactions as Treasurer.

(d) In general, perform all duties incident to the office of the Treasurer, including:

(i) Receiving all funds, including local, state, and federal funds, and privately donated funds.

(ii) Making payments out of the same on proper orders approved by the Board of Trustees, signed by the President or Vice President of the Board.

(iii) Paying out funds on orders properly signed without Board approval for amounts owing under contracts previously approved by the Board, provided that such prompt payment allows the school to receive a discount or other advantage.

(iv) Maintaining oversight of all financial transactions and provide regular reports to the Board on the financial condition of the school.

6.6 REMOVAL OF OFFICERS: Any officer may be removed from office by a majority vote of the Voting Trustees, at any meeting which notice of removal has been given as hereinafter provided, with or without cause. Any such officer proposed to be removed shall be entitled to at least ten (10) days advance written notice with confirmation of receipt of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting, but even if a Trustee, shall not be entitled to vote.

6.7 LIMITATION OF OFFICERS: No officer of the Corporation shall incur any obligation or withdraw any funds or transfer any asset except in the ordinary course of his or her duties and subject to the limitations thereon as may be imposed thereon by the Board of Trustees. In any event, unless the Board of Trustees expressly authorizes no obligation shall be incurred or withdrawal made, or asset transferred except on the signature of the President or Vice President and the signature of the Secretary. At the discretion of the Board of Trustees,

any officer may be required to post a bond for the faithful discharge of his or her duties in such sum and with surety as the Board of Trustees determine, the expense of such bonding to be paid by the Corporation.

ARTICLE 7: COMMITTEES

7.1 APPOINTMENT: The Board of Trustees may appoint any committees, for any purposes and duration that it deems necessary subject to applicable law.

ARTICLE 8: AMENDMENTS

The Board of Trustees shall have the power to amend or alter the Bylaws by an affirmative vote of a majority of the Voting Trustees, at any regular or special meeting called for that purpose.

ARTICLE 9: INDEMNIFICATION

The Corporation shall indemnify to the fullest extent permitted by law its officers, Trustees, employees, agents and other representatives against any loss, liability, cost, or expense including attorney's fees in any way arising out of any act or omission taken or omitted in good faith belief that such act or omission was lawful and furtherance of the Corporation's purposes.

ARTICLE 10: DISSOLUTION

Upon the dissolution of the Corporation, assets shall be distributed to the intermediate unit in which the cyber charter school's administrative office was located for distribution to the school districts in which the students enrolled in the cyber charter school reside at the time of dissolution..

ARTICLE 11: MISCELLANEOUS

11.1 BANK ACCOUNT: The funds of the Corporation shall be deposited or kept with a bank or trust company selected by the Board of Trustees.

11.2 ACCOUNTING YEAR: The ending date of the accounting year of the Corporation shall be the 30th of June, or such other date as the Board of Trustees shall determine.

11.3 USE OF CORPORATION NAME: No Trustee of this Corporation shall use the name of the organization for the endorsement or sponsorship of any individual or any issue, event, or organization without the express approval of the Board of Trustees.

11.4 PREEMPTION CLAUSE: In the event there is any contradiction between these Bylaws and the applicable laws of any state or the applicable laws of the federal government, the applicable laws of that state or of the federal government shall preempt these Bylaws.

YYYYY, LLC

2028 E. Ben White Blvd., Ste. 240-2650

Austin, TX 78741

October 1st, 2024

Ladies and Gentlemen,

Subject: Funding Commitment Letter

This letter is to formally document the commitment of YYYYY, LLC, a Delaware limited liability company (the “**Commitment Party**”), with its principal office address located at 2028 E. Ben White Blvd., Ste. 240-2650, Austin, TX 78741, in favor of Unbound Academic Institute (PA) Charter School, Inc., a Pennsylvania nonprofit corporation (the “**Recipient**”), having its principal office address at 146 East King St, Unit #1210, Lancaster, PA 17602.

The Commitment Party hereby commits to provide funding in the amount of Six Hundred Fifty Thousand Dollars (USD 650,000.00) (“**Committed Amount**”) to the Recipient. This funding is to support the opening and operation of a new cyber charter school in the Commonwealth of Pennsylvania (the “**Project**”).

Funding Terms:

1. **Availability:** The Committed Amount shall be available to the Recipient as and when needed for the purposes of the Project, as outlined in this commitment letter.
2. **Drawdown:** The Recipient may call on the funds at any time on or before June 30, 2027. Requests for funds must be made in writing and shall provide reasonable detail of the intended use of the funds in relation to the Project.
3. **Nature of Funding:** It is expressly understood that the funds provided by the Commitment Party shall be in the form of a donation. As such, no repayment is required, and the funds shall be used exclusively for the purposes of the Project as described herein.
4. **Conditions Precedent:** The obligation of the Commitment Party to provide the Committed Amount is subject to the satisfaction of customary conditions precedent for transactions of this nature, including but not limited to state approval of the charter application and the Recipient’s compliance with all applicable laws and regulations related to the operation of the Project.
5. **Representation and Warranties:** Both the Commitment Party and the Recipient represent and warrant that they are duly authorized to enter into this commitment and that all necessary approvals have been obtained.

YYYYY, LLC

2028 E. Ben White Blvd., Ste. 240-2650

Austin, TX 78741

6. **Binding Commitment:** This letter constitutes a binding commitment by the Commitment Party, subject to the terms and conditions set forth herein. The Commitment Party intends for this letter to be legally binding upon its execution.

7. **Governing Law:** This commitment and the interpretation of this letter shall be governed by and construed in accordance with the laws of the State of Delaware, without regard to its conflicts of laws principles.

This commitment is made in good faith to support the valuable efforts of the Recipient in establishing and operating the aforementioned online charter school. It is our belief that this endeavor will make a significant positive impact in Pennsylvania.

Should you have any questions regarding this commitment, please do not hesitate to contact the undersigned.

Yours sincerely,



Andrew S. Price
Chief Financial Officer
YYYYY, LLC

2-HOUR LEARNING

QUOTE

Date: October 1, 2024
Expiration: June 30, 2025

SCHOOL: **Unbound Academic Institute (PA) Charter School, Inc.**
146 East King St, Unit #1210
Lancaster, PA 17602
717-394-8842

Account #	PO Number (if applicable)	Contract Period
<##>	<PO#>	07/01/2025 – 06/30/2026

PAYMENT INFORMATION:

License Quantity (Users)	Price per License	Pay Period	Number of Pay Periods	Total Fees Due
500	\$6,500, less a discount of \$1,000	Monthly	12	\$2,750,000

ACCEPTANCE OF ORDER

- A. This is a binding agreement of payment between 2HR Learning and the School.
- B. The School's signature indicates that the School has received, reviewed, and accepted the attached list of software as a service functionality ("SaaS") and support services ("Support") (collectively SaaS and Support are hereafter as the "Services") that are listed on Exhibit A, the Quote Terms (Exhibit B) and the Referenced Web Agreement (Exhibit C). Unless otherwise expressly set out in writing, the order of precedence in case of any conflict between the provisions of this Quote, the Quote Terms and the Referenced Web Agreement, shall first be the Quote, then the Quote Terms and finally the Referenced Web Agreement. The Quote, the Quotes Terms and the Referenced Web Agreement, shall collectively be referred to as the "Agreement". Upon expiration or termination of the applicable Quote, all SaaS functionality shall termination.
- C. School agrees to pay the full license price beginning with an annual and/or monthly payment, as indicated above, within 30 days of the invoice date.

Acknowledged and Agreed to:

Quote Accepted by:

2HR LEARNING, INC.:

SCHOOL:

Signature

Signature

Print Name

Print Name

Title

Title

Date

Date

Exhibit A Services

School will receive the 2Hr Learnings generally available version of the following Services:

Licensed SaaS functionalities:

- Student logins (subject to total License Quantity) to then current 2Hr Learning app suite (IXL, Amplify, Project Read, and XtraMath) comprised of 4th to 8th grade curriculum that aligns to Common Core and Pennsylvania Academic Standards (the "State Curriculum Standards").
- Diagnostic and mastery based assessments (typically taken 1-2 times a month)
- Access to Dash (displays daily academic progress and coaching on stuck points)
- Quarterly student specific Learning Reports (detailing student progress towards 2HR Learning targets)

Staff User Support Services

- 1 week of in person guide to staff training at the School's premises whose address is set out in the Quote
- Reasonable staff support upon request. Any support in addition to 4 hours per month will be billed at a rate of \$200 per hour.

Technical Support

2HR LEARNING shall provide technical support services to School in connection with the use of the SaaS functions. Technical support shall include assistance with the setup, functionality, and troubleshooting of any issues related to the SaaS functions. Technical support will be available via email and telephone during the hours of 9:00 AM to 5:00 PM Eastern Time, Monday through Friday, excluding public holidays.

Technical support requests shall be responded to within one (1) business day from the time the request is received. 2HR LEARNING reserves the right to determine the most appropriate means of providing support, which may include remote access assistance, guidance provided over the telephone, or the provision of updates or documentation that addresses the reported issue.

Technical support provided under this agreement does not include services for problems arising out of or related to (i) modifications of the Services not made or authorized by 2HR LEARNING, (ii) use of the SaaS functions in a manner for which it was not designed, or (iii) failures that cannot be reproduced by 2HR LEARNING or that are not due to any fault in the SaaS functions.

2HR LEARNING shall make reasonable efforts to resolve any technical issues in a timely and professional manner. However, 2HR LEARNING does not guarantee that every issue will be resolved or that any particular resolution will be achieved.

EXHIBIT B

ORDER TERMS AND CONDITIONS

THIS IS A LEGAL CONTRACT BETWEEN THE SCHOOL LISTED ABOVE ("SCHOOL") AND 2HR LEARNING, INC. ("2HR LEARNING" or "SERVICE PROVIDER"). PLEASE READ THESE TERMS CAREFULLY. THE SCHOOL AGREES TO BE BOUND BY ALL THE PROVISIONS IN THIS ORDER TERMS AND CONDITIONS ("ORDER TERMS"), AS WELL AS THE TERMS OF SERVICE OF 2HR LEARNING'S WEBSITE HOSTED AT <https://2hourlearning.com/terms-of-use/> ("REFERENCED WEB AGREEMENT"), WHICH ARE INCORPORATED HEREIN BY REFERENCE; THE REFERENCED WEB AGREEMENT EXISTING AS ON DATE IS SET OUT HEREIN AS EXHIBIT C. THE ORDER TERMS, REFERENCED WEB TERMS, AND ORDER ARE COLLECTIVELY THE "AGREEMENT" BETWEEN THE SCHOOL AND 2HR LEARNING. ANY VARIATION OR ALTERATION OF THESE ORDER TERMS ARE NOT BINDING ON 2HR LEARNING UNLESS ACCEPTED IN A WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF 2HR LEARNING.

Capitalized terms used in these Quote Terms but not defined shall have the meaning ascribed to them in the Quote.

1. **PRICING:** The purchase price in the Quote ("Fees") is valid through the "Expiration" date on the Quote. The Fees set out in the Quote is not binding until the School executes the Quote by that date, which has been accepted and counter-signed by 2HR Learning.
2. **PAYMENT:** If 2HR Learning accepts the School's Quote, it will issue the School an invoice. Complete payment of the amount on the invoice is due within thirty (30) days of the invoice date. If payment is not received by 2HR Learning within thirty (30) days, the invoice is considered past due and consequently all Services with past due payments will be put on hold and are subject to termination in accordance with Section 14(b). Termination does not relieve the School of the obligation to pay Fees due to 2HR Learning. Any late payment will incur interest at the rate of the lesser of the maximum permissible by law or 1% a month and the School shall also be liable towards any reasonable attorney's fees in securing such past dues.
3. **TAXES.** The Fees, and other amounts required to be paid hereunder do not include any amount for taxes or levy (including interest and penalties). School shall reimburse Service Provider and hold Service Provider harmless for all taxes associated with Services, including but not limited to sales, use, VAT, excise, property or other taxes or levies which Service Provider is required to collect or remit to applicable tax authorities. This provision does not apply to Service Provider's income or franchise taxes, or any taxes for which School is exempt, provided School has furnished Service Provider with a valid tax exemption certificate. The School will pay all import duties, levies or imposts, and all goods and services sales, use, value added or property taxes of any nature, assessed upon or with respect to the Agreement. If the School is required by law to make any deduction or to withhold from any sum payable to the Service Provider by School hereunder, then the sum payable by the School upon which the deduction or withholding is based shall be increased to the extent necessary to ensure that, after such deduction or withholding, the Service Provider receives and retains, free from liability for such deduction or withholding, a net amount equal to the amount the Service Provider would have received and retained in the absence of such required deduction or withholding. If the School is required by law to make any such deduction or withholding, School shall promptly effect payment thereof to the applicable tax authorities. School shall also promptly provide the Service Provider with official tax receipts or other evidence issued by the applicable tax authorities sufficient to enable the Service Provider to support a claim (if applicable) for income tax credits in the Service Provider's applicable taxable country.
4. **LICENSES:** 2HR Learning grants the School the right to provide access to SaaS to no more individuals than the license quantity indicated on the Quote. The terms and conditions of use for each of these individuals are governed by these Quote Terms and the Referenced Web Agreement. School agrees to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold the Service Provider harmless for any claims arising out of or related to their use of the 2HR Learning's website ("Website") and the Services. Use of the Services is limited to the internal use of the specifically listed School. If an individual who has a 2HR Learning account through a license purchased by the School is no longer affiliated with the School, the School may request that the Service Provider deactivate the individual's account, or no longer associate it with the School's license, so that that license can be reassigned to another individual associated with the School. If the signatory to the Quote is a teacher, the School represents and warrants that such teacher has permission and authorization from the School and/or district to use the Services as part of the School's curriculum.
5. **PRIVACY:** To the extent that individuals utilizing the Services are minors, the School consents to the collection of their personal information as described in the Service Provider's Privacy Policy ("Privacy Policy"). The School acknowledges and agrees that it is responsible for complying with Children's Online Privacy Protection Act ("COPPA"), by obtaining advance written consent from all parents or guardians whose children under 13 will access the Website and Services and the School represents and warrants that it has such consent. In connection therewith, the School must provide parents and guardians with the Privacy Policy and the School must also keep documentation of all consents and provide it to them upon request. This Privacy section is subject to the Referenced Web Terms and may be updated from time to time therein.
6. **THIRD-PARTY COMPONENTS:** The Services may be accompanied by, require, or contain certain third-party components. These components may require the School or any person on its behalf to agree to their terms of service or other legal documents. In some cases, the School or another person on its behalf may be required to directly purchase the component in order to receive access to and utilize such component. ALL USE OF THE THIRD-PARTY COMPONENTS, THEIR AVAILABILITY, FUNCTION AND OUTPUT GENERATED IS AT SCHOOL'S SOLE RISK. SERVICE PROVIDER'S PROVISION OF ACCESS TO THIRD-PARTY COMPONENTS IS ON AN "AS IS" AND "WHERE IS" BASIS WITHOUT WARRANTY FROM SERVICE PROVIDER OF ANY KIND. SERVICE PROVIDER DISCLAIMS ALL WARRANTIES AND INDEMNITIES AND LIABILITY WITH RESPECT TO SUCH THIRD-PARTY COMPONENTS.
7. **WARRANTY AND DISCLAIMER.** Service Provider shall use reasonable efforts consistent with prevailing industry standards to maintain the SaaS in a manner which minimizes errors and interruptions in the Services and shall perform the Support in a professional and workmanlike manner. SaaS may be temporarily unavailable for scheduled maintenance or for unscheduled emergency maintenance, either by Service Provider or by third-party providers, or because of other causes beyond Service Provider's reasonable control, but Service Provider shall use reasonable efforts to provide advance notice in writing or by e-mail of any scheduled service disruption. School's sole remedy for breach of this warranty is set forth as "credits" in the Service Level Addendum for SaaS (attached hereto as Attachment 1). SERVICE PROVIDER DOES NOT WARRANT THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR FREE; NOR DOES IT MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE OBTAINED FROM USE OF THE SERVICES. EXCEPT AS EXPRESSLY SET FORTH IN THIS SECTION 7 (WARRANTY AND DISCLAIMER), THE SERVICES, SAAS, SUPPORT, PROPRIETARY INFORMATION, AND ALL OTHER TECHNOLOGY, SOFTWARE, SERVICES, DATA AND MATERIALS PROVIDED BY SERVICE PROVIDER ARE PROVIDED "AS IS", "WHERE IS", AND "AS AVAILABLE" AND WITHOUT WARRANTY

OF ANY KIND. EXCEPT AS OTHERWISE EXPRESSLY STATED IN THIS SECTION 7 (WARRANTY AND DISCLAIMER) OR ELSEWHERE IN THE AGREEMENT, SERVICE PROVIDER DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT. SCHOOL ACKNOWLEDGES THAT THERE ARE RISKS INHERENT IN INTERNET CONNECTIVITY THAT COULD RESULT IN THE LOSS OF ANY INDIVIDUAL'S PRIVACY OR SCHOOL'S TECHNOLOGY, SOFTWARE, DATA, PROPRIETARY INFORMATION, OR OTHER MATERIALS.

8. **SERVICE PROVIDER INDEMNITY.** Service Provider shall hold the School harmless from liability to third parties resulting from infringement by the SaaS of any United States patent or any copyright or misappropriation of any trade secret, provided Service Provider is promptly notified of any and all threats, claims and proceedings related thereto and given reasonable assistance and the opportunity to assume sole control over defense and settlement. Service Provider will not be responsible for any settlement it does not approve in writing. The foregoing obligations do not apply with respect to portions or components of SaaS: (i) not supplied by Service Provider; (ii) made in whole or in part in accordance with the School's specifications; (iii) that are modified after delivery by Service Provider; (iv) combined with other products, equipment, processes or materials where the alleged infringement relates to such combination; (v) where the School continues allegedly infringing activity after being notified thereof or after being informed of modifications that would have avoided the alleged infringement; or (vi) where School's use of SaaS is not strictly in accordance with the Agreement. If, due to a claim of infringement, the SaaS is held by a court of competent jurisdiction to be or are believed by Service Provider to be infringing, Service Provider may, at its option and expense: (a) replace or modify the SaaS to be non-infringing provided that such modification or replacement contains substantially similar features and functionality; (b) obtain for the School a license to continue using the SaaS; or (c) if neither of the foregoing is commercially practicable, terminate the Agreement and School's rights hereunder and provide the School, as School's sole remedy and Service Provider's sole liability for such termination, a refund of any prepaid, unused Fees for the affected portion of the SaaS calculated as of the effective date of the termination. Service Provider's obligations as set forth in this Section 8 (Service Provider Indemnity) are subject to the other party providing full cooperation in good faith in the defense of any such claim. THIS SECTION 8 (SERVICE PROVIDER INDEMNITY) STATES THE ENTIRE LIABILITY OF SERVICE PROVIDER WITH RESPECT TO ANY CLAIM OF INFRINGEMENT REGARDING THE SAAS.
9. **SERVICE LEVELS.** Service Provider will use reasonable efforts to achieve Service Provider's availability goals described in the 'Service Level Addendum for SaaS' attached hereto as Attachment 1 and incorporated herein by reference. As part of the registration process, the School shall identify an administrative username and password for the School's access account. Service Provider reserves the right to refuse registration or cancel passwords it deems inappropriate. Service Provider shall have the right to alter its SaaS hosting locations in its sole discretion.
10. **RESTRICTIONS AND RESPONSIBILITIES**
 - a. **Compliance with Laws.** School agrees to comply with all applicable laws, regulations and ordinances relating to its' use of the Services or anything related thereto.
 - b. **Web Terms.** The school agrees to distribute the Referenced Web Terms to the parents of the users of the SaaS and to obtain their approval before permitting the use of the SaaS.
 - c. **Restrictions.** School will not, directly or indirectly: reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas, know-how or algorithms relevant to the SaaS or any software, documentation or data related to the Services; modify, translate, or create derivative works based on the SaaS or any software (except to the extent expressly permitted by Service Provider or authorized within the Services); use the SaaS or any software for timesharing or service bureau purposes or otherwise for the benefit of a third-party; or remove any proprietary notices or labels.
 - d. **Import/ Export.** School may not remove or export from the United States or allow the export or re-export of the SaaS.
11. **SCHOOL INDEMNITY.** School will defend, indemnify and hold harmless Service Provider, and its respective Service Provider Affiliates, directors, officers, employees and agents, from and against any and all claims, costs, losses, damages, judgments and expenses (including reasonable attorneys' fees) arising out of or in connection with School's violation of the terms of the Agreement.
12. **EQUIPMENT.** School shall be responsible for obtaining and maintaining any equipment and ancillary services needed to connect to, access or otherwise use the Services, including, without limitation, internet connections, hardware, servers, software, operating systems, networking, web browsers, web servers and the like (collectively, "Equipment"). School shall also be solely responsible for (i) using types and versions of Equipment that are compatible with the Services, maintaining the security of the Equipment and (ii) securing School's access account, passwords (including but not limited to administrative and user passwords) and files, and (iii) all uses of School's access account and Equipment with or without School's knowledge or consent.
13. **CONFIDENTIALITY; PROPRIETARY RIGHTS**
 - a. **Non-Disclosure.** Each party, as a recipient of information (the "Receiving Party") understands that the disclosing party (the "Disclosing Party") has disclosed or may disclose business, technical or financial information relating to the Disclosing Party's business (hereinafter referred to as "Proprietary Information" of the Disclosing Party). Proprietary Information of Service Provider includes non-public information regarding features, functionality, pricing, and performance of the Services and Service Provider's proprietary strategic, operational technological methodologies or solutions for managing SaaS, and/ or for increasing efficiencies or for identifying or implementing cost reduction opportunities in cloud environments. Proprietary Information of School includes non-public data provided by School to Service Provider to enable the provision of the Services ("School Data"). The Receiving Party agrees: (i) to take reasonable precautions to protect such Proprietary Information, and (ii) not to use (except in performance of the Services or as otherwise permitted herein) or divulge to any third person any such Proprietary Information. The Receiving Party agrees to restrict access to the Disclosing Party's Proprietary Information only to those employees, who: (i) require access in the course of their assigned duties and responsibilities, and (ii) have agreed in writing to be bound by provisions no less restrictive than those set forth in this Section 13(a). The Disclosing Party agrees that the foregoing shall not apply with respect to any information that the Receiving Party can document: (a) is or becomes generally available to the public; (b) was in its possession or known by its prior to receipt from the Disclosing Party; (c) was rightfully disclosed to it without restriction by a third-party; (d) was independently developed without use of or reference to any Proprietary Information of the Disclosing Party; or (e) is required to be disclosed by law. Nothing in the Agreement will be construed to convey any title or ownership rights of a party's Proprietary Information to the other. All provisions of the Privacy Policy apply as applicable to Proprietary Information in addition to the terms set out under this Section 13(a).
 - b. **Ownership.** School shall own all rights, title and interest in and to the School Data. Service Provider shall own and retain all

right, title and interest in and to: (a) the Services and SaaS, all improvements, enhancements or modifications thereto, including those resulting from feature requests or other suggestions from the School (including artificial intelligence model improvements); (b) any software, applications, inventions or other technology developed in connection with professional services, implementation services or support; and (c) all intellectual property rights related to any of the foregoing.

- c. **Aggregated Statistics.** Notwithstanding anything to the contrary, Service Provider shall have the right to collect and analyze data and other information relating to the provision, use and performance of various aspects of the Services and related systems and technologies (including, without limitation, information concerning School Data and data derived therefrom), and Service Provider will be free (during and after the term hereof) to: (i) use such information and data to improve and enhance the Services (including artificial intelligence learning) and for other development, diagnostic and corrective purposes in connection with the Services and other Service Provider offerings; and (ii) disclose such data solely in aggregate or other de-identified form in connection with its business. Service Provider reserves all rights not expressly granted herein. Service Provider may make any other uses of data that are disclosed in the Referenced Web Terms and associated Privacy Policy.
- d. **Injunctive Relief.** Each party acknowledges that any unauthorized disclosure or use of the Proprietary Information would cause the other party imminent irreparable injury and that such party will be entitled to seek, in addition to any other remedies available at law or in equity, temporary, preliminary, and permanent injunctive relief in the event the other party does not fulfill its obligations under this Section 13.

14. RENEWAL AND TERMINATION

- a. **Renewal.** A Quote may renew upon written mutual agreement.
- b. **Termination** In addition to any other remedies it may have, either party may also terminate the Agreement upon thirty (30) days' written notice (or without notice in the case of nonpayment), if the other party materially breaches any of the terms or conditions of the Agreement and such breach is not cured within such thirty (30) day period. School is responsible for all outstanding Fees due at the time of termination. Upon any termination, Service Provider shall make all School Data available to School for electronic retrieval for a period of thirty (30) days, but thereafter Service Provider may, but is not obligated to, delete stored School Data. Further, as School off-boarding is not a material function of the SaaS and associated Services, Service Provider is not responsible for any inability of School to retrieve all School Data from the system before deletion. All sections of the Agreement which by their nature should survive termination will survive termination, including, without limitation, accrued rights to payment, confidentiality obligations, warranty disclaimers, and limitations of liability.
- c. **Suspension of Services.** If Service Provider, in good faith, believes that School has breached the Agreement or determines that School is using the Service in such a way as to negatively impact its ongoing business interests, Service Provider may suspend School's access to the Services, without refund, in addition to such other remedies as Service Provider may have at law or pursuant to the Agreement. Whether breach results in suspension and/or termination of access is at Service Provider's sole discretion.

15. **LIMITATION OF LIABILITY:** NOTWITHSTANDING ANYTHING TO THE CONTRARY, EXCEPT FOR INFRINGEMENT INDEMNITY AS SET FORTH IN SECTION 8, SERVICE PROVIDER AND ITS SUPPLIERS (INCLUDING BUT NOT LIMITED TO ALL EQUIPMENT AND TECHNOLOGY SUPPLIERS), OFFICERS, AFFILIATES, REPRESENTATIVES, CONTRACTORS AND EMPLOYEES SHALL NOT BE RESPONSIBLE OR LIABLE WITH RESPECT TO ANY SUBJECT MATTER OF THIS AGREEMENT OR TERMS AND CONDITIONS RELATED THERETO UNDER ANY CONTRACT, INDEMNITY, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, ATTORNEY'S FEES, OR OTHER THEORY: (A) FOR ERROR OR INTERRUPTION OF USE OR FOR LOSS OR INACCURACY OR CORRUPTION OF DATA OR COST OF PROCUREMENT OF SUBSTITUTE GOODS, SERVICES OR TECHNOLOGY OR LOSS OF BUSINESS; (B) FOR ANY INDIRECT, EXEMPLARY, INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES; (C) FOR ANY MATTER BEYOND SERVICE PROVIDER'S REASONABLE CONTROL; OR (D) FOR ANY AMOUNTS THAT, TOGETHER WITH AMOUNTS ASSOCIATED WITH ALL OTHER CLAIMS, EXCEED THE FEES PAID BY CUSTOMER TO SERVICE PROVIDER FOR THE SERVICES UNDER THIS AGREEMENT IN THE SIX (6) MONTHS PRIOR TO THE ACT THAT GAVE RISE TO THE LIABILITY, IN EACH CASE, WHETHER OR NOT SERVICE PROVIDER HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IF APPLICABLE LAW LIMITS THE APPLICATION OF THIS SECTION 15, SERVICE PROVIDER'S LIABILITY WILL BE LIMITED TO THE GREATEST EXTENT PERMISSIBLE.

16. MISCELLANEOUS

- a. **Severability.** If any provision of the Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary under law so that the Agreement will otherwise remain in full force and effect and enforceable.
- b. **Assignment.** The Agreement is not assignable, transferable or sublicensable by School except with Service Provider's prior written consent. Service Provider may transfer and assign any of its rights and obligations under the Agreement without consent.
- c. **Nature of Relationship.** No agency, partnership, joint venture, or employment is created as a result of the Agreement and School does not have any authority of any kind to bind Service Provider in any respect whatsoever. In any action or proceeding to enforce rights under the Agreement, the prevailing party will be entitled to recover costs and attorneys' fees.
- d. **Notices.** All notices under the Agreement will be in writing and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or e-mail; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested. All notices, including notices of non-renewal, shall be sent to the applicable address specified on the Quote to the attention of the Chief Financial Officer and General Counsel's Office or to such other address as the parties may designate in writing. Any notice of material breach will clearly define the breach including the specific contractual obligation that has been breached.
- e. **Affiliates.** At the direction and sole discretion of Service Provider, affiliates of Service Provider (the "Service Provider Affiliates") may perform certain tasks related to Service Provider's obligations and rights under the Agreement, including, but not limited to, invoicing, payment, technical support, project management and/or sales support. School hereby consents to the Service Provider Affiliates' role. The School further agrees and acknowledges that Service Provider and School are the only parties to the Quote and the Agreement, and that any action taken by Service Provider Affiliates in connection with the performance of Service Provider's obligations under the Quote and the Agreement will not give rise to any cause of action of any kind against the Service Provider Affiliates, regardless of the theory of recovery. Service Provider shall at all times retain full responsibility for Service Provider Affiliates' compliance with the applicable terms and conditions of the Quote and the

Agreement. School will indemnify and hold Service Provider harmless for any and all costs associated with School's violation of this provision.

- f. **Third Parties.** Service Provider will have the right to use third parties, including offshore entities who employ foreign nationals, as well as employees and contractors of Service Provider Affiliates and subsidiaries, who may also be foreign nationals (collectively, "Subcontractors") in the performance of its obligations hereunder and, for purposes of the Agreement, all references to Service Provider or its employees will be deemed to include such Subcontractors. Service Provider will have the right to disclose School's Proprietary Information to such third parties provided such third parties are subject to confidentiality obligations similar to those between Service Provider and School.
- g. **Patent Notice.** School is hereby placed on notice that the SaaS, any updates thereto, their related technology and services may be covered by one or more United States ("US") and non-US patents. A listing that associates patented products included in the SaaS, its updates, their related technology and services with one or more patent numbers is available for the School's and the general public's access at <https://markings.ipdynamics.ai/esw> (hereinafter, the "Patent Notice") and any successor or related locations designated by Service Provider. The association of products-to-patent numbers in the Patent Notice may not be an exclusive listing of associations, and other unlisted patents or pending patents may also be associated with the SaaS. Likewise, the patents or pending patents may also be associated with unlisted products. The School agrees to regularly review the products-to-patent number(s) association at the Patent Notice to check for updates. SaaS may include third-party products identified below and sublicensed by Service Provider to the School. Some or all associations of the third-party products-to-patents are also identified in the Patent Notice by each associated third-party and product name.
- h. **Governing Law and Jurisdiction:** The Agreement is governed by the laws of the State of Texas without regard to conflict of law provisions. The courts located in Austin, TX, USA, have exclusive jurisdiction over any judicial proceedings related to the Agreement, and the School waives any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over the School. The alternative dispute resolution processes set forth in the Referenced Web Agreement shall apply to all disputes.
- i. **Entire Agreement:** The Agreement, which includes the Quote, these Quote Terms, and incorporates the Referenced Web Agreement by reference, is the final expression of the agreement between the School and 2HR Learning and supersedes all prior representations, understandings, and agreements relating to its subject matter. No pre-printed form or purchase order provided by the School will be deemed to modify or amend the terms of the Agreement. Any such terms and conditions shall be deemed null and void. The Quote and Quote Terms cannot be modified, amended, or changed except in writing and signed by 2HR Learning.

Attachment 1

This Service Level Addendum for SaaS (“**Service Level Addendum**”) applies to the agreement entered into by and between the School (as identified on the Quote) and the Service Provider (as identified on the Quote) that are to be read with the Quote Terms and the Referenced Web Agreement (collectively the “**Agreement**”). Capitalized terms used but not defined in this document have the meanings assigned to them elsewhere in the Agreement.

If the SaaS was purchased through a reseller, this Addendum applies to the agreement entered into between the reseller and the end user for the SaaS. For purposes of this Addendum, School shall refer to the end user.

1. Definitions. The following definitions apply to this Addendum.

“**Downtime**” means the hours during which educational activities by the School to the students are scheduled (e.g. not evenings or vacation days) during which any material function of the SaaS is not capable of being accessed or used by the School, as monitored by Service Provider.

“**Monthly Uptime Percentage**” means the total number of minutes in a calendar month minus the number of minutes of Downtime suffered in a calendar month, divided by the total number of minutes in a calendar month.

“**Exclusion from Downtime**” The following are not counted as Downtime for the purpose of calculating Monthly Uptime Percentage:

- Service unavailability caused by scheduled maintenance of the platform used to provide the applicable service (Service Provider will endeavor to provide seven (7) days’ advance notice of service-affecting scheduled maintenance); or
- Service unavailability caused by events outside of the direct control of Service Provider or its subcontractor(s), including any force majeure event, the failure or unavailability of School’s systems, the Internet, and the failure of any other technology or equipment used to connect to or access the service.

2. Service Provider SLA. During the Contract Period of the applicable Quote between School and Service Provider for the services listed on the Quote, Service Provider will use reasonable efforts to achieve a Monthly Uptime Percentage of at least **99.5%** for any calendar month (the “**Service Provider SLA**”). If Service Provider does not meet the Service Provider SLA, and so long as School’s account with Service Provider is current, School will be eligible to receive the credits described below. These credits are School’s exclusive remedy (and Service Provider’s sole liability) with respect to Service Provider’s inability to meet the Service Provider SLA requirements. Service Provider explicitly disclaims all other remedies, whether in law or equity.

3. Service Credits. Credits are issued as a financial reimbursement if Service Provider does not meet the Service Provider SLA for a particular month of the Contract Period. Upon approval of a claim Service Provider will provide the applicable remedy set forth below:

Monthly Uptime Percentage	Service Credit
<99.5% but >= 99.2%	5% of the monthly fee
<99.2% but >= 99.0%	10% of the monthly fee
<99.0% but >= 98.7%	15% of the monthly fee
<98.7%	20% of the monthly fee

4. Maximum Credit. The maximum credit available to the School if Service Provider is unable to meet the Service Provider SLA is up to twenty percent (20%) of the monthly fees for the month of the occurrence. Any credit will be applied to fees due from the School for the Service and will not be paid to School as a refund. All claims for credit are subject to review and verification by Service Provider, and all credits will be based on Service Provider’s measurement of its performance of the service and will be final.

5. Claim Procedure. To receive a service credit for Service Provider’s failure to meet the Service Provider SLA in a particular calendar month, the School must submit a claim via the customer support portal within thirty (30) days of the end of the month during which the Service Provider did not meet the Service Provider SLA, and include the following information:

- Complete name and account number of the School;
- the name of the service to which the claim relates;
- the name, email address, and telephone number of the School’s designated contact; and
- information supporting each claim of Downtime, including date, time, and a description of the incident and affected service, all of which must fall within the calendar month for which the claim is being submitted.

EXHIBIT C
REFERENCED WEB AGREEMENT

WEBSITE TERMS OF SERVICE

Effective date: February 27, 2024

These Website Terms of Service ("Agreement") govern your use of online and/or mobile services, websites, and software by 2HR LEARNING, INC. (hereinafter called "2HR Learning") provided on or in connection with www.2hourlearning.com (collectively, the "Service"), which are offered through or include (i) www.2hourlearning.com, (ii) mobile applications associated with www.2hourlearning.com, and (iii) any other 2HR Learning website, app or online service which links to this Agreement.

By use or access of the Service, or clicking an acceptance button, or checking a box marked "I Agree" (or similar), you acknowledge you have read, understood and agree to be bound by this Agreement, and to the collection, processing, and sharing of your information as set forth in the 2HR Learning Privacy Policy. You acknowledge and agree that significant information is collected about any interaction with the Services, and You have read and approve of the Privacy Policy.

This Agreement applies to all visitors, users, and others who access or otherwise use the Service ("you" or "Users"), whether or not you are a registered user of our Service. If you open a 2HR Learning account on behalf of a School, group, organization, or other entity, then "you" includes you and that entity.

2HR Learning reserves the right to modify this Agreement so long as it provides notice of these changes to you as described below.

PLEASE READ THIS AGREEMENT CAREFULLY TO ENSURE THAT YOU UNDERSTAND EACH TERM. THIS AGREEMENT CONTAINS A MANDATORY INDIVIDUAL ARBITRATION AND CLASS ACTION/JURY TRIAL WAIVER PROVISION THAT REQUIRES THE USE OF ARBITRATION ON AN INDIVIDUAL BASIS TO RESOLVE DISPUTES, RATHER THAN JURY TRIALS OR CLASS ACTIONS.

1. STUDENT DATA

The collection, processing and sharing of Student Data is governed by this Agreement and any applicable laws and regulations including, Family Educational Rights and Privacy Act ("FERPA"), the Children's Online Privacy Protection Act ("COPPA") and applicable state laws. "Student Data" is personal information that is directly related to an identifiable student and may include "educational records" as defined by FERPA, data subject to COPPA, as well as "sensitive" data as defined by applicable US state privacy laws.

Purchases may be made by schools, school districts, teachers and other educational instructors (collectively referred to as "Schools"). 2HR Learning may collect or access Student Data (defined below) from a School or by the School student, or another affiliated person. Student Data is typically confidential and not used for any purpose other than improving and providing our Services to the School or on the School's instruction. It is solely the School or its representative's responsibility to obtain the necessary and appropriate consent, where required by law, for 2HR Learning to use Student Data and for you to transfer Student Data to 2HR Learning for our use.

COPPA requires that online service providers obtain verifiable parental consent before collecting personal information from children under 13 in the United States. If you are a School providing the Service to children under 13, you represent and warrant that you have the authority to provide consent on behalf of parents or have received appropriate consent for 2HR Learning to collect and use information from students under 13 before allowing such students to access our Service. Use of the Services is conditioned upon Schools obtaining the proper parental and student consent, where necessary, for Schools to collect Student Data and to subsequently share that data with 2HR Learning for 2HR Learning's use. 2HR Learning assumes no responsibility for failure to obtain proper and necessary consent. All Schools shall provide appropriate disclosures to students and parents and obtain appropriate consent regarding their use of 2HR Learning.

Where COPPA applies because a User is under 13, You are the parent or legal guardian, and the Services are not provided to a School in connection with the User, You acknowledge that you are aware of the parental/legal guardian and children's rights under COPPA, and have informed yourself about 2HR Learning's Student Data practices, including, without limitation, by reading the Privacy Policy. You expressly authorize the collection, use and disclosure of Student Data in accordance with this Agreement and the Privacy Policy. You expressly authorizes 2HR Learning to collect, use and disclose Student Data and other data about the User to the extent reasonably necessary in connection with the Services. Such information is further described in the Privacy Policy, and includes, without limitation, name, address, email, academic data, admission information and other information as necessary or disclosed. The information authorized includes, without limitation: (i) browser history and screen data on computers used for educational activities for 2HR Learning; (ii) purchase history in connection with the redemption of rewards, through a debit card or otherwise; (iii) geolocation information; (iv)

biometric identifiers, biometric information and other biometric data to study and improve learning; and (v) video recordings.

2. THE SERVICE

2HR Learning grants you a personal, non-transferable and non-exclusive right and license to use the Service subject to compliance with the connected contractual and payment obligations, by you and/or on your behalf. You agree that you will not copy, modify, create a derivative work of, reverse engineer, reverse assemble or otherwise attempt to discover any source code, sell, assign, sublicense, grant a security interest in or otherwise transfer any right in the Software. ANY SERVICES UTILIZED HEREUNDER ARE TO BE USED SOLELY FOR THE PERMITTED PURPOSE. You agree not to modify the Software in any manner or form, or to use modified versions of the Software, or to obtain unauthorized access to the Service.

The Service is provided "AS IS" and 2HR Learning assumes no responsibility for any mistakes, errors, or omissions, including any unavailability of the Service, or lost data.

2HR Learning may, in its sole discretion, refuse to offer the Services to any person or entity and change the eligibility criteria at any time.

A User may not access the Services if the User is, or is acting on behalf of, a direct competitor of 2HR Learning, except with 2HR Learning's prior written consent.

You, for and on behalf of each associated User, confirm and agree: (i) each User meets all eligibility criteria set forth for the Services, including all age and authorization requirements; (ii) the User has not been previously suspended by 2HR Learning for misuse or wrongful action; and (iii) you will ensure the each user is in compliance with any applicable laws.

3. ELIGIBILITY AND AUTHORITY

If you are under eighteen (18) years of age, you may use the Service only with the involvement and consent of a parent, legal guardian, or at the direction of your School. Your School may impose, and thereafter you must comply with, additional policies regarding the use of the Service.

If you open an account to provide the Service to School students, you represent and warrant that you are an authorized representative of the School with the authority to bind the School to this Agreement, and you agree on the School's behalf to this Agreement.

If you contact 2HR Learning concerning an account, you represent and warrant that you have all necessary authority to request any action(s) requested by you from or on behalf of the account (e.g., a School or Parent).

4. REGISTRATION OBLIGATIONS

You agree to: (a) provide true, accurate, current and complete information about yourself to any registration form (such information being the "Registration Data") and (b) maintain and promptly update such data. 2HR Learning has the right to suspend or terminate your account if you provide any information that is untrue, inaccurate, or incomplete, or 2HR Learning has reasonable grounds to suspect the validity of any information provided by you.

5. GENERAL ACCOUNT INFORMATION

Each account is provided for a term and price subject to certain renewal, cancellation, and other terms and conditions specific to the account (the "Account Terms"). The Account Terms are identified in order of precedence in the current quote, order or sales contract for the account, the selections made and account-specific terms disclosed when signing up for the account. Each account may have Account Terms in addition to or different from those as set forth in this Agreement, but only to the extent set forth in a signed writing by an authorized officer of 2HR Learning.

Quotes and Proposals: Any quotes, orders or proposals (collectively, "Quotes") provided by 2HR Learning are valid only for a limited time and are effective only with the written agreement signed by the relevant parties.

Quotes may be withdrawn by 2HR Learning at any time in its sole discretion. may include information that is proprietary and confidential to 2HR Learning and to the maximum extent permitted by law may not be disclosed to anyone other than their intended recipient. By requesting and/or accepting receipt of a Quote from 2HR Learning, you agree to keep such Quote confidential, and to not disclose such Quote to any third party, and to immediately return and/or destroy all Quote materials upon receiving a request to do so from 2HR Learning. To the extent that public records laws may apply to a Quote provided by 2HR Learning, you agree to immediately notify 2HR Learning of any public records request that may result in disclosure of an 2HR Learning Quote and provide 2HR Learning all reasonable opportunities to take steps to prevent such disclosure to the maximum extent permitted by law and will in connection therewith reasonably cooperate with 2HR Learning.

Payments: Fees. 2HR Learning will charge fees for purchases as communicated to You or the School through the Quote or Services, as well as transaction fees, and/ or the applicable taxes. The fees shall be automatically and immediately charged to the payment card (credit or debit) that 2HR Learning has on file upon acceptance or upon confirmation of purchase. You or the School will be fully responsible for all fees arising out of the use of the Services. In case, there is a short charging by 2HR Learning for Services or transaction fee or any other fee or costs because of a technical error or other reason, 2HR Learning reserves the right to deduct, charge or

claim the balance subsequent to the transaction and notify you or the School, as applicable. Payment must be received by 2HR Learning no later than 30 days after 2HR Learning issues an invoice. If 2HR Learning does not receive payment within 30 days, the invoice is past due and 2HR Learning reserves the right to suspend access to the affected account(s) and take collection action. Suspension of an account does not relieve the account-holder of its obligation to pay for the account. 2HR Learning reserves the right to charge a late fee in the amount of 1% per month or the maximum permitted by law and its reasonable attorney's fees in securing payment of past due amounts.

Cancellation: Except as set forth below or otherwise agreed by 2HR Learning in a signed writing, accounts may not be canceled until the end of the current term of the account. Unless otherwise provided for herein, all cancellations requested before the end of the then-current term will be effective at the end of the current term. 2HR Learning permits early cancellations only in the following circumstances:

- In the event that the Service is permanently discontinued.
- 2HR Learning otherwise permits early cancellations only to the extent required by applicable law. In the event of such an early cancellation, the parties agree that the account-holder is responsible for all amounts due and payable before the date of early cancellation without pro-ration or to the greatest extent permitted by law. The parties agree that 2HR Learning's efforts in selling, provisioning and providing an account are front-loaded and for that reason, pro-ration of fees in the event of early cancellation is not necessary or appropriate.

End of Subscription: When an account subscription ends (e.g., at the end of the term if the account has not been renewed or has been canceled), the account no longer permits access to the Service. However, 2HR Learning may, at its sole discretion, permit continued, limited access for users of the Account for a limited time after the conclusion of the term. If an account-holder or any of its users wishes to save or maintain any data, it is the account-holder and its user's sole obligation to request or download such data before the conclusion of the term. Once the term of an account ends, 2HR Learning may delete data relating to an account in accordance with this Agreement and the Privacy Policy. It is the account-holder's sole responsibility to request renewal of accounts that do not automatically renew to maintain continued access to the account and its associated data.

6. DATA PROTECTION

You authorize 2HR Learning to access, collect, transmit, modify, display and store data, including but not limited to Student Data, to provide the Service and as described in this Agreement and in our Privacy Policy.

Compliance with Laws. At the request of a School, 2HR Learning may collect and process Student Data as a School Official with a legitimate educational interest pursuant to FERPA, 20 U.S.C. § 1232(g). Individually and collectively, we and our School Users agree to uphold our obligations under FERPA, COPPA, the Protection of Pupil Rights Amendment ("PPRA"), applicable State laws relating to student data privacy, and with all other laws and regulations governing the protection of Student Data.

Use. By submitting, providing us access to, or causing us to receive Student Data, you agree that 2HR Learning may use the Student Data for the purposes of (i) providing the Service, (ii) improving and developing the Service, (iii) enforcing our rights under these Terms, and (iv) as permitted with the School's or the User's consent.

De-Identified and Anonymized Student Data. You agree that both before and after the term of the Agreement, 2HR Learning may collect, use, and retain data derived from Student Data as well as data about Users' use of the Service, for the purpose of operating, analyzing, improving or marketing the Service, developing new products or services, conducting research or other purposes, provided that 2HR Learning may not share or publicly disclose information that is derived from Student Data unless such data is de-identified and/or anonymized such that it cannot reasonably identify a specific individual.

Marketing. You agree that 2HR Learning may provide customized content, advertising, and commercial messaging to school, teacher or district administrative users and other non-student users from time to time. For emphasis, and without limitation, 2HR Learning shall never use Student Data received from a School to engage in targeted advertising of a student.

Disclosure of Student Data and Third-Party Service Providers. 2HR Learning may provide access to Student Data to our staff and service providers which have a legitimate need to access such information to provide their services to us.

Student Data Access and Deletion Requests. You may request that we delete Student Data in our possession at any time by providing such a request in writing, and we shall comply with such request within thirty (30) days, except that 2HR Learning shall not be required to delete Student Data that has been disassociated from the School on the Service or as otherwise prohibited by law. A parent or student over the age of 18 seeking to access, modify, correct, or delete personal information in a student account that is connected to a School account will be instructed to contact the School for data deletion or modification.

Data Security and Breach Notification. 2HR Learning has implemented administrative, physical and technical safeguards designed to secure the personal information in 2HR Learning's possession and control from

unauthorized access, disclosure and use. If an unauthorized party gains access to or has been disclosed Student Data (a "Security Event"), that we have collected or received through the Service under this Agreement, we will promptly notify the School.

State Specific Terms. Additional terms may be required under applicable law for use of the Service by Schools in certain states. It is the School's responsibility to ensure that the governing agreement includes such terms.

7. RECORDINGS AND RELEASE

Recordings. For quality assurance, training, and improvement of Services, interactions between the User and 2HR Learning will be audio and video recorded using Zoom or a similar recording tool.

Photography and Video Release. Unless the User specifically and expressly opts out of photography or video release by emailing privacy@2hr.school, 2HR Learning and its affiliates will have the right to use data such as collected images and videos in accordance with the terms of the license for User Content agreed herein. You acknowledge that any photographs or video/audio recordings shall remain property of 2HR Learning. Due to the prevalence of mobile and web recording devices, You also acknowledge that other Users accessing the Services may record or make screen captures of the Services, including of other attendees, and post their own content created from their access of the Services on social media platforms. 2HR Learning disclaims all liability for the capture of the User's image by other attendees who have access to the Services in any multimedia format.

8. SUBSCRIPTION AND AUTOMATIC RENEWAL

This Section 8 applies to accounts that have been created through the Service using a credit card and automatically renew.

Billing and Automatic Renewals.

SUBSCRIPTION RENEWAL FEES WILL BE AUTOMATICALLY CHARGED TO YOUR CARD ON FILE EACH SUBSCRIPTION PERIOD (MONTHLY OR YEARLY), UNTIL YOU CANCEL.

You are expressly agreeing that we are authorized to charge you the subscription fee (e.g., monthly or yearly) you chose during registration. Thereafter, we will automatically renew your subscription on each (monthly or yearly anniversary, as applicable, of your subscription date, and we will charge your current card on file ("Payment Method") (unless you change your account information to a different payment method) associated with your account with the applicable current fee at the time and any sales or similar taxes that may be imposed. Prices and charges are subject to change with notice. In this Agreement, "billing" shall indicate a transaction against your Payment Method.

You acknowledge that the amount billed each billing period may due to changes in your membership plan or other reasons, and you authorize 2HR Learning to charge your Payment Method for such varying amounts. 2HR Learning may change the fees and charges in effect, or add new fees and charges from time to time of which we have given you advance notice of. If you want to use a different Payment Method or if there is a change in Payment Method, such as your credit card validity or expiration date, you may edit your Payment Method information. If your Payment Method reaches its expiration date and you do not edit your Payment Method information or cancel your account, you authorize us to continue billing that Payment Method and remain responsible for uncollected amounts.

Price Changes. 2HR Learning reserves the right to adjust pricing for our Service, including but not limited to subscription plans, in any manner and at any time as it may determine in 2HR Learning's sole and absolute discretion. Any price changes will take effect following posting or other notice (e.g., e-mail), unless otherwise agreed or required by applicable law.

Purchases through Third-Party Stores. Purchases through a third-party store, such as Apple iTunes or Google Play, mean that portions of this Section may not apply to you.

9. ACCOUNT PASSWORD AND SECURITY

You will have a password and account designation upon completing the Service's registration process. You are responsible for maintaining the confidentiality of the password and account and are fully responsible for all activities that occur under your password or account. You agree to (a) immediately notify 2HR Learning of any unauthorized use of your password or account or any other breach of security, and (b) ensure that you exit from your account at the end of each session. 2HR Learning cannot and will not be liable for any unauthorized access to your account or data that arises from your acts or omissions.

2HR Learning accounts may not be shared by more than one person or organization unless express authorization is given by 2HR Learning.

10. USER CONTENT

You are solely responsible for any content that you create, transmit or display while using the Service.

The Service or 2HR Learning may now or in the future allow Users to submit, post, display, provide, or otherwise make available content such as text, images, comments, questions, and other content or information (any such materials a User submits, posts, displays, provides, or otherwise makes available on the Service is referred to as "User Content").

By submitting, posting, displaying, providing, or otherwise making available any User Content on or through the Service or to 2HR Learning, you expressly grant, and you represent and warrant that you have all rights necessary to grant, to 2HR Learning a royalty-free, sublicensable, transferable, perpetual, irrevocable, non-exclusive, worldwide license to use, reproduce, modify, publish, list information regarding, edit, translate, distribute, syndicate, publicly perform, publicly display, and make derivative works of all such User Content in whole or in part, and in any form, media or technology, whether now known or hereafter developed, for use in connection with the Service and 2HR Learning's (and its successors' and affiliates') business, including without limitation for promoting and redistributing part or all of the Service (and derivative works thereof) in any media formats and through any media channels. You also hereby grant each User of the Service a non-exclusive license to access your User Content through the Service, and to use, reproduce, distribute, display and perform such User Content as permitted through the functionality of the Service and under this Agreement.

You must have the legal right to the User Content you submit to the Service. You may not upload or post any User Content to the Service that infringes the copyright, trademark or other intellectual property rights of a third party nor may you upload User Content that violates any third party's right of privacy or right of publicity. You may post only User Content that you have permission to post by the owner or by law.

In your use of the Services, You may not:

- post, upload, publish, or distribute any libelous, defamatory or inaccurate User Data or other content or content that is unlawful or that a person of reasonable prudence would deem to be objectionable, embarrassing, distressing, offensive (including but not limited to, racially or ethnically or otherwise), vulgar, pornographic, harassing, threatening, hateful, or otherwise inappropriate;
- use Services in any manner that is harmful or potentially harmful to anyone, including but not limited to minors, or directed against Services;
- impersonate any person or entity, falsely claim affiliation with any person or entity, or access the accounts of others without permission or perform any other fraudulent activity or use Services for any illegal purposes; and
- insult, defame, harass, abuse, threaten or defraud users of the Services, or collect, or attempt to collect, personal information about Users or third parties without their consent;
- encourage others to commit any of the foregoing activities; and
- have the User submit the work of others as their own work or otherwise attempt to cheat on assignments.

The User will not be compensated for any data or information provided to 2HR Learning, including but not limited to Student Data or User Content.

11. COPYRIGHT COMPLAINTS

2HR Learnings responds to infringement notices that comply with the Digital Millennium Copyright Act of 1998 ("DMCA").

2HR Learning may terminate Users who are deemed to be repeat infringers. 2HR Learning may also in its sole discretion limit access to the Service and/or terminate any User account who infringes the intellectual property rights of others, whether or not a repeat infringement.

12. INTERNATIONAL USE

You agree to comply with and are solely responsible for ensuring compliance with all local laws, regulations, and rules in the jurisdiction(s) in which you reside. You agree to comply with all applicable laws regarding exports of the Service and information from the United States or the jurisdiction(s) in which you reside, and acknowledge that your personal data may be imported to and stored in the United States, which may not have the same level of data protection as your jurisdiction.

13. INDEMNIFICATION

To the extent permitted by applicable law, you agree to indemnify, defend and hold harmless 2HR Learning, and its subsidiaries, affiliates, officers, agents, licensees, partners, service providers, and employees and contractors, from any claim or demand, including reasonable attorneys' fees, of any third party arising out of or related to (i) content you submit, transmit or make available to or through the Service, including without limitation, User Content, (ii) your use or misuse of the Service, (iii) your violation of the Agreement, (v) your violation of any applicable law or the rights of another person or entity, (vi) your gross negligent or willful misconduct, or (vii) any other party's access and use of the Service with your unique username, password, or other appropriate security code. 2HR Learning reserves the right, at our own expense, to assume the exclusive

defense and control of any matter for which you are required to indemnify us and you agree to cooperate with our defense of these claims.

14. NO RESALE

You agree not to reproduce, duplicate, copy, sell, resell or otherwise exploit for any commercial purposes the Service, or any portion thereof, including but not limited to use of or access to the Service.

15. NOTIFICATIONS AND MODIFICATIONS

2HR Learning may notify you via e-mail, written notice, or through posting on our website, as determined in our sole discretion by 2HR Learning.

2HR Learning may modify or update this Agreement from time to time in our sole discretion. Changes will be reflected in the date disclosure set forth below. If we change this Agreement in a material manner, we will notify you that material changes have been made to this Agreement. Your continued use of the Services following such update constitutes your acceptance of the revised terms. If you do not agree to any of the terms in this Agreement or to any future revision of terms, do not use or access the Service.

You will not be permitted to continue using the Service and 2HR Learning reserves the right to cancel your account without notice if you refuse or otherwise fail to accept changes made by 2HR Learning to this Agreement.

16. MODIFICATION OR TERMINATION OF SERVICE

2HR Learning reserves the right to modify or discontinue the Service (or any part thereof) at any time, with or without notice, temporarily or permanently. You agree that 2HR Learning shall not be liable to you or to any third party for any modification, suspension or discontinuance of the Service.

You agree that 2HR Learning, in its sole discretion, may suspend or terminate your password, account (or any part thereof) or use of the Service, for any reason, including, without limitation, for lack of use or if 2HR Learning believes that you have violated or acted inconsistently with the letter or spirit of this Agreement. Any termination or termination of access to the Service may be implemented by 2HR Learning without prior notice, and you acknowledge and agree that 2HR Learning may immediately deactivate or delete your account and all data relating to your account and/or bar any further access to the Service.

17. THIRD-PARTY COMPONENTS; LINKS

The Services may be accompanied by, require, or contain certain third-party components. These components may require the School, You, a User or other person to agree to their terms of service or other legal documents. In some cases the School and/or You may be required to directly purchase the component in order to receive access to and utilize such component.

ALL USE OF THE THIRD-PARTY COMPONENTS, THEIR AVAILABILITY, FUNCTION AND OUTPUT GENERATED IS AT CUSTOMER'S SOLE RISK. SERVICE PROVIDER'S PROVISION OF ACCESS TO THIRD-PARTY COMPONENTS IS ON AN "AS IS" AND "WHERE IS" BASIS WITHOUT WARRANTY FROM SERVICE PROVIDER OF ANY KIND. SERVICE PROVIDER DISCLAIMS ALL WARRANTIES AND INDEMNITIES WITH RESPECT TO SUCH THIRD-PARTY COMPONENTS, EXPRESS OR IMPLIED, AND ASSUMES NO LIABILITY WITH RESPECT TO SUCH THIRD-PARTY COMPONENTS. YOU ACKNOWLEDGE AND AGREE THAT THIRD-PARTY COMPONENTS MAY CONTAIN BUGS, STOP WORKING, BECOME UNAVAILABLE, SHUT DOWN, OR OTHER ADVERSE ACTIONS, AND 2HR LEARNING SHALL NOT BE LIABLE AS A RESULT.

2HR Learning may provide links to or resources from a third-party. 2HR Learning is not responsible for the availability of any third-party or Internet websites or resources, and does not endorse and is not responsible or liable for any content, advertising, products, or other materials on or available from such sites or resources, even if linked to or otherwise promoted or made accessible by 2HR Learning.

You acknowledge and agree that 2HR Learning shall not be responsible or liable, directly or indirectly, for any damage or loss caused or alleged to be caused by or in connection with use of any such third-party component, link, site or resource, or reliance on any such content, goods or services available on or through.

18. 2HR LEARNING'S PROPRIETARY RIGHTS

The Service and any necessary software used in connection with the Service ("Software") contain proprietary and confidential information that is protected by applicable intellectual property and other laws. Except as expressly authorized by 2HR Learning, you agree not to copy, modify, rent, lease, loan, sell, distribute or create derivative works based on the Service or the Software, in whole or in part. Any automated scraping, harvesting, indexing, mining, or any other extraction of any content from the Service is expressly prohibited. Under the terms of this Agreement, it is expressly forbidden to distribute or reproduce the content of the Service or any portion thereof by any means, including but not limited to electronic and print. 2HR Learning reserves the right to, among other remedies, cancel your account without refund if it is determined that you have violated this section of the Agreement.

Content. 2HR Learning retains all right, title and interest in and to its content and its trademarks, including but not limited to the licensed educational content, Website, Services and any derivatives thereof, including any intellectual property rights contained and/or made available therein or in connection thereto. The User agrees not to remove, obscure, or alter any notices of intellectual property rights or disclaimers appearing in or on the Website, and Services. The look and feel of the Website, and Services is owned by 2HR Learning. The User may not duplicate, copy, or reuse any portion of the 2HR Learning content or visual design elements without express written permission from 2HR Learning, unless otherwise expressly agreed. Subject to the Agreement and subject to receipt of all payments, 2HR Learning grants the User a limited license to access, view, download, print or reproduce certain portions of the Services, as designated by 2HR Learning for the sole purpose of using the Services for the permitted purpose.

2HR Learning may make certain Software available to the User that are deemed to be licensed to the User by 2HR Learning, for the User's personal use and only for a permitted purpose. 2HR Learning does not transfer either the title or the intellectual property rights to the Software, and 2HR Learning retains full and complete title to the Software as well as all intellectual property rights therein.

You agree not to use any 2HR Learning trademarks or third-party trademarks provided by 2HR Learning without the express advance written permission of 2HR Learning.

Feedback. All suggestions, solutions, improvements, corrections, reviews, ratings, and other contributions provided by the User regarding the Services will be owned by 2HR Learning, and the User hereby agrees that all such rights shall be deemed to be assigned to 2HR Learning upon provision of such material to 2HR Learning. Nothing in this Agreement will preclude 2HR Learning from using in any manner or for any purpose it deems necessary, the know-how, techniques, or procedures acquired or used by 2HR Learning in the performance of the Services.

Reservation of Rights. 2HR Learning, its licensors, suppliers, and service providers reserve all rights not granted in the Agreement.

19. WARRANTY DISCLAIMER

YOU EXPRESSLY UNDERSTAND AND AGREE THAT:

1. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK.
2. 2HR LEARNING EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
3. 2HR LEARNING MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR NEEDS OR REQUIREMENTS, BE ACCURATE OR RELIABLE (ii) THE SERVICE WILL BE SECURE, UNINTERRUPTED, TIMELY, OR ERROR-FREE, (iii) THE QUALITY OF SERVICES PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (iv) ERRORS WILL BE CORRECTED.
4. ANY MATERIAL DOWNLOADED OR AVAILABLE THROUGH THE SERVICE IS AT YOUR OWN DISCRETION AND RISK AND YOU WILL BE SOLELY AND EXCLUSIVELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR DATA LOSS RESULTING.
5. NO WARRANTIES ARE CREATED WHICH ARE NOT EXPRESSLY STATED HEREIN.

20. LIMITATION OF LIABILITY

TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL 2HR LEARNING, ITS AFFILIATES, AGENTS, DIRECTORS, EMPLOYEES, CONTRACTORS, SUPPLIERS OR LICENSORS BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA OR OTHER INTANGIBLE LOSSES (EVEN IF 2HR LEARNING HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND NOTWITHSTANDING THE FAILURE OF AN ESSENTIAL PURPOSE)..

IN NO EVENT SHALL 2HR LEARNING OR ITS SUBSIDIARIES, PARENT COMPANIES, AFFILIATES, LICENSORS, CONTRACTORS, EMPLOYEES, OFFICERS, DIRECTORS, AGENTS OR THIRD-PARTY PARTNERS' TOTAL LIABILITY TO YOU FOR ALL DAMAGES, LOSSES, AND CAUSES OF ACTION ARISING OUT OF OR RELATING TO THIS AGREEMENT OR YOUR USE OF THE 2HR LEARNING SERVICE (WHETHER IN CONTRACT, TORT, WARRANTY OR OTHERWISE, EXCEED THE AMOUNT PAID BY YOU, IF ANY, FOR ACCESSING THE 2HR LEARNING SERVICE DURING THE TWELVE (12) MONTHS PRECEDING YOUR CLAIM OR FIFTY U.S. DOLLARS (\$50), WHICHEVER IS GREATER.

SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF CERTAIN WARRANTIES AND CONDITIONS OR THE LIMITATION OR EXCLUSION OF LIABILITY FOR CERTAIN CLAIMS OR DAMAGES SUCH AS INCIDENTAL OR CONSEQUENTIAL DAMAGES. ACCORDINGLY, THE DISCLAIMERS, EXCLUSIONS AND LIMITATIONS OF LIABILITY UNDER THIS AGREEMENT WILL NOT APPLY TO THE EXTENT PROHIBITED BY APPLICABLE LAW.

21. GOVERNING LAW AND VENUE

This Agreement shall be governed by the internal substantive laws of the State of Texas, without respect to its conflict of laws principles. This Agreement is a contract for the provision of services and not a contract for the sale of goods. The provisions of the Uniform Commercial Code (UCC), the Uniform Computer Information Transaction Act (UCITA), or any substantially similar legislation as may be enacted, shall not apply to this Agreement. If you are located outside of the territory of the United States, the parties agree that the United Nations Convention on Contracts for the International Sale of Goods shall not govern this Agreement or the rights and obligations of the parties under this Agreement.

You agree to submit to the personal jurisdiction of the federal and state courts located in Austin, Texas for any actions for which we retain the right to seek injunctive or other equitable relief in a court of competent jurisdiction to prevent the actual or threatened infringement, misappropriation or violation of our copyrights, trademarks, trade secrets, patents, or other intellectual property or proprietary rights, as set forth in the Arbitration provision below, including any provisional relief required to prevent irreparable harm. You agree that Austin, Texas is the proper forum for any appeals of an arbitration award or for trial court proceedings if the arbitration provision below is found to be unenforceable.

22. ARBITRATION

READ THIS SECTION CAREFULLY BECAUSE IT REQUIRES THE PARTIES TO ARBITRATE THEIR DISPUTES AND LIMITS THE MANNER IN WHICH YOU CAN SEEK RELIEF FROM 2HR LEARNING. For any dispute with 2HR Learning, you agree to first contact us in writing and attempt to resolve the dispute. If the dispute has not been resolved after sixty (60) days, we each agree to resolve any claim, dispute, or controversy (excluding any claims for injunctive or other equitable relief) arising out of or in connection with or relating to the Agreement, or the breach or alleged breach thereof, or the other governing contracts in connection with your account(s) (collectively, "Claims"), by binding arbitration by JAMS, under the Optional Expedited Arbitration Procedures then in effect for JAMS, except as provided herein. JAMS may be contacted at www.jamsadr.com. The arbitration will be conducted in Austin, Texas, unless you and 2HR Learning agree otherwise. If you are a School or are using the Service for commercial purposes, each party will be responsible for paying any JAMS filing, administrative and arbitrator fees in accordance with JAMS rules, and the award rendered by the arbitrator shall include costs of arbitration, reasonable attorneys' fees and reasonable costs for expert and other witnesses. If you are an individual using the Service for non-commercial purposes: (i) JAMS may require you to pay a fee for the initiation of your case, unless you apply for and successfully obtain a fee waiver from JAMS; (ii) the award rendered by the arbitrator may include your costs of arbitration, your reasonable attorney's fees, and your reasonable costs for expert and other witnesses; and (iii) you may sue in a small claims court of competent jurisdiction without first engaging in arbitration, but this does not absolve you of your commitment to engage in the informal dispute resolution process. Any judgment on the award rendered by the arbitrator may be entered in any court of competent jurisdiction. Nothing in this Section shall be deemed as preventing 2HR Learning from seeking injunctive or other equitable relief from the courts as necessary to prevent the actual or threatened infringement, misappropriation, or violation of our data security, intellectual property rights or other proprietary rights.

23. CLASS ACTION WAIVER; JURY TRIAL WAIVER

ALL CLAIMS MUST BE BROUGHT IN THE PARTIES' INDIVIDUAL CAPACITY, AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS ACTION, COLLECTIVE ACTION, PRIVATE ATTORNEY GENERAL ACTION OR OTHER REPRESENTATIVE PROCEEDING. THIS WAIVER APPLIES TO CLASS ARBITRATION, AND, UNLESS WE AGREE OTHERWISE, THE ARBITRATOR MAY NOT CONSOLIDATE MORE THAN ONE PERSON'S CLAIMS. YOU AGREE THAT, BY ENTERING INTO THIS AGREEMENT, YOU AND 2HR LEARNING ARE EACH WAIVING THE RIGHT TO A TRIAL BY JURY OR TO PARTICIPATE IN A CLASS ACTION, COLLECTIVE ACTION, PRIVATE ATTORNEY GENERAL ACTION, OR OTHER REPRESENTATIVE PROCEEDING OF ANY KIND.

24. ADDITIONAL TERMS FOR CERTAIN ITEMS

Mobile Applications. Mobile applications are subject to additional terms presented in the application store, at the time of download or app sign-in on the mobile device, whether accessible in full or by link. Download and/or use of the mobile application constitutes acceptance of any such additional terms.

Electronic Communications. 2HR Learning may offer webmail or internal email system, message boards or other forms of communications through the Services to the Users. You or the User may opt out from receiving emails or other communications by choosing "UNSUBSCRIBE" and by changing the settings at any time.

Mobile Communications. If you or the User has opted to receive text messages or phone calls from 2HR Learning, you agree to receiving the User-related and Services-related information at the mobile number provided to 2HR Learning via text messages or SMS, which may be subject to additional applicable data rates and/ or surcharges. You or the User may opt out of receiving messages by replying STOP to any message.

Coaching Services. 2HR Learning uses commercially reasonable efforts to carefully craft its courses and curriculum and to select the coaches based on their area of expertise and level of experience. Coaches are hired on an independent and as needed basis and the views, feedback, ideas, or information shared by coaches are their own responsibility and do not reflect the opinions of 2HR Learning in any manner whatsoever. 2HR Learning may cancel a course or remove a coach at any time, at its sole discretion. You acknowledge that coaching services are only an aid for motivation and guidance and not a guarantee for any particular result. Rewards. From time to time 2HR Learning may, at 2HR Learning's sole discretion, provide financial or other rewards to students. All aspects of any such rewards or reward programs (including selection of the recipient(s) and amount of any such reward) are entirely discretionary to 2HR Learning. You irrevocably represent that the student has been enrolled with 2HR Learning solely to receive the Services and has not and will never expect or rely upon any such possible rewards from 2HR Learning under any circumstance. You (i) shall ensure that no claim is ever brought by user against 2HR Learning or any person claiming any right by user to receive any reward, and (ii) is solely responsible for any tax liability that may result from receipt of any rewards and will indemnify and defend 2HR Learning against any damages or claims resulting from the foregoing.

25. MISCELLANEOUS TERMS

This Agreement, together with any amendments and any additional agreements with 2HR Learning relating to the Service, shall constitute the entire agreement between you and 2HR Learning and govern your use of the Service, superseding any prior agreements between you and 2HR Learning not incorporated therein. The section titles in this Agreement are for convenience only and have no legal or contractual effect. 2HR Learning objects to and rejects any additional or different terms proposed by you, including those contained in your purchase order, acceptance or website. This Agreement may only be superseded by a signed writing executed by an authorized officer of 2HR Learning. The failure to exercise or enforce any right or provision of this Agreement shall not constitute a waiver of such right or provision. If any provision of the Agreement is found by a court of competent jurisdiction to be invalid, the parties nevertheless agree that the court should endeavor to give effect to the parties' intentions as reflected in the provision to the maximum extent permitted by applicable law, and, nevertheless, the other provisions of the Agreement remain in full force and effect. 2HR Learning will not be liable to the User for any delay or failure of 2HR Learning to perform its obligations hereunder if such delay or failure arises from any cause or causes beyond the reasonable control of 2HR Learning. Such causes will include, but are not limited to, acts of God, floods, fires, loss of electricity or other utilities. Any provision that by its nature is intended to survive the termination of this Agreement will survive termination of this Agreement. Any notice required under this Agreement shall be given in writing and will be deemed effective upon delivery to the party to whom addressed. All notices shall be sent to such address as the parties may designate in writing.

Last Updated: February 27, 2024

SERVICES AGREEMENT

THIS AGREEMENT (“**Agreement**”) is made this [REDACTED]th day of [REDACTED] (“**Effective Date**”) by and between **Crossover Markets, Inc.** (“**Crossover**”) a Delaware corporation with offices at 2028 E. Ben White Blvd., Ste. 240-2650, Austin, TX 78741, and Unbound Academic Institute (PA) Charter School, Inc. (“**Charter School**”) a Pennsylvania nonprofit corporation with offices at 146 East King St, Unit #1210, Lancaster, PA 17602.

1. DESCRIPTION OF SERVICES AND CROSSOVER’S RESPONSIBILITIES

A. Crossover Services.

- i. **Resources.** Crossover shall provide Charter School with employees or contractors (“**Resources**”). The details of the Resources as well as the fees payable in relation to such placement of the Resources shall be set forth in an order form executed by the parties that will substantially be in the form as set out in Exhibit A (“**Order Form**”). Crossover will test Resources and use its proprietary personnel selection and management technology system, known as “**WorkSmart**”, to recruit or engage, interview, select and present Resources to the Charter School to provide services to the Charter School. Crossover will further conduct any additional screening in relation to the Resource as requested by the Charter School and mutually agreed upon by Crossover and Charter School.
- ii. **WorkSmart.** The terms of use of the WorkSmart tool (“**WorkSmart**”) are as set forth at <https://www.crossover.com/end-user-license-agreement>, as may be updated at Crossover’s sole discretion from time to time and shall be binding upon the Charter School and all of its users of WorkSmart. Unless and except as separately agreed in a separate written license order between the parties, WorkSmart may be used solely by and in support of engaging Resources pursuant to this Agreement. In order to use WorkSmart and the Site (defined below) the Charter School shall set up an Account (defined below in Exhibit B) with Crossover. The terms of such set up and use are as detailed under Exhibit B (Account Set Up and Use) and the provisions therein are applicable to and acknowledged by the Charter School.
- iii. **Coordination of Payroll with Third Party Vendor.**
 - a. Crossover shall assist in coordinating payment of wages to Resources through Charter School’s third-party vendor of choice (“**Payroll Vendor**”). Crossover shall coordinate onboarding and offboarding of Resources within the Payroll Vendor system (“**Payroll Coordination Services**”). Charter School shall provide all personnel and cooperation, at its cost, as required for Crossover to provide such Payroll Coordination Services. Charter School shall be solely and exclusively responsible for determining and paying Resources in accordance with agreed upon terms between Charter School and Resource and applicable law, including but not limited to any and all taxes that may apply.
 - b. Charter School agrees to pay any software license and/or related fees due to Payroll Vendor as required to permit Crossover’s performance of the Payroll Coordination Services. Any license agreement with Payroll Vendor shall be directly between Charter School and Payroll Vendor and shall permit use by Crossover of the Payroll Vendor’s services on behalf of and

for the benefit of Charter School. Crossover agrees to access and use Payroll Vendor's services in accordance with any applicable licensing terms, as such terms have been communicated to Crossover. Charter School shall indemnify, defend and hold Crossover harmless from claims, loss, attorney's fees, penalties, costs, or damages incurred by Crossover resulting from Crossover's use of the Payroll Vendor's services in accordance with this Section.

- B. Additional Services.** Crossover and Charter School may agree upon additional services and applicable Fees. Any such additional services and Fees will be mutually agreed in an Order.

2. CHARTER SCHOOL'S RESPONSIBILITIES AND ACKNOWLEDGEMENT

A. Contract Initiation.

Charter School shall provide Crossover with detailed information about the assignment and/or duties that the Resources will perform. Charter School hereby acknowledges and agrees that Crossover may provide information on the Crossover website ("**Site**") about a Resource or Charter School, such as feedback, composite feedback, including a strength or risk score, geographical location, or verification of identity or credentials.

B. Resources and Employment Relationship.

- i. Charter School shall hire or contract with all Resources directly and shall be the employer of record for each Resource. Charter School expressly acknowledges, agrees, and understands that: (a) Resources are not employees of Crossover; (b) Crossover is not a party to any such agreement by or between the Charter School and Resource; (c) except as set forth herein Crossover will not have any liability or obligations for any acts or omissions by the Resources; (d) pay rate, work hours, employment dates and working conditions shall be as mutually agreed between Charter School and Resource; (e) Crossover does not provide the premises at which the Resource will perform the work; (f) payment of wages, salary, or other financial bonuses or to Resource shall be the sole and exclusive responsibility of Charter School; and (g) neither Charter School nor Resource have authority to enter into written or oral (whether implied or express) contracts on behalf of Crossover.
- ii. Charter School and Resource shall agree between them on any terms of employment, including but not limited to wages, salary and/or benefits, as long as such terms do not and do not purport to affect the rights or responsibilities of Crossover or violate this Agreement. Crossover is not a party to any such contract by or between the Charter School and Resource.

Notwithstanding the foregoing, Charter School agrees that any agreement between Resource and Charter School shall permit the disclosure of all information concerning wages, salary, bonuses, and/or benefits and any other material terms of employment to Crossover for the purpose of determining Fees payable to Crossover hereunder.

C. Legal Compliance and Responsibilities.

- i. In connection with the performance of this Agreement, Charter School will comply with its obligations under all applicable laws, regulations and orders, including, but not limited to, laws relating to employment discrimination and wage and hour laws. Further, Charter School represents

that its actions under this Agreement do not violate its obligations under any agreement that Charter School has with any labor union or other collective bargaining agreement.

- ii. During the term of this Agreement, Charter School shall be solely and exclusively responsible for directing, supervising, defining the training of the Resources with respect to the activities to be performed by any Resource. Charter School shall make any and all strategic, operational and other business decisions regarding Charter School's business. For the avoidance of doubt, Charter School agrees and understands that no Resource shall be considered an employee co-employed by Crossover, or be covered by its workers' compensation insurance or any other benefit or term of employment.

3. FEES

A. Payments to Crossover.

Charter School shall pay Crossover a fee for services resulting in employment of a Resource by Charter School (the "**Placement Fee**") and any fees for additional services set forth in an Order Form (together, "**Fees**"). Unless otherwise expressly set forth in the applicable Order Form, all Fees are non-cancellable and non-refundable. Placement Fees are waived during the first three years of the Agreement, i.e., until _____.

B. Invoicing, Payment Terms, Taxes.

Unless otherwise provided in an Order Form, payment shall be due net thirty (30) from date of invoice ("**Payment Due Date**"). Fees, and other amounts required to be paid hereunder do not include any amount for taxes or levy (including interest and penalties). Charter School shall reimburse Crossover and hold Crossover harmless for all taxes associated with Services, including but not limited to sales, use, VAT, excise, property or other taxes or levies which Crossover is required to collect or remit to applicable tax authorities. This provision does not apply to Crossover's income or franchise taxes, or any taxes for which Charter School is exempt, provided Charter School has furnished Crossover with a valid tax exemption certificate.

C. Failure to Pay.

Failure to pay Fees due to Crossover is considered a material breach of this Agreement. Following notice to Charter School of its failure to pay by the Payment Due Date in accordance with the notice provision contained herein, Crossover reserves the right to, at its sole discretion: (a) suspend Charter School's access to WorkSmart pending payment of overdue Fees; (b) suspend performance of any ongoing services, and/or, if payment has not been made in full fifteen (15) days following Payment Due Date, (c) terminate the Agreement in its entirety. The foregoing shall be in addition to other remedies as may be available to Crossover at law or in equity.

4. TERM; TERMINATION

A. Validity and Notice.

The term of this Agreement begins as of the Effective Date and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. During the first sixty (60) days following the Effective Date, either party may terminate this Agreement at

any time by providing the other party a written notice of not less than five (5) days. In addition to any legal or equitable remedies that may be available to Crossover, Crossover reserves the right, to terminate this Agreement immediately in the event of non-payment of the Fees.

B. Termination.

In the event of termination for any reason, Charter School's right to use the Site shall be automatically revoked, and Charter School's Account (as defined in Exhibit B) will be closed; however, (a) if Charter School has any open engagements on the Site or on WorkSmart when Charter School terminates this Agreement, Charter School will continue to be bound by this Agreement until all such engagements have closed on the Site or WorkSmart, and this Agreement will continue to govern the parties' rights and obligations accordingly; (b) Confidential Information of each party shall be returned to the disclosing party or destroyed, and certification of destruction shall be provided upon request; and (c) all unpaid Fees shall immediately become due.

5. INDEMNIFICATION, RELEASE

A. Indemnification By Crossover.

- i. Crossover will indemnify, defend and hold harmless Charter School and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 6 (Insurance) (notwithstanding anything in Section 7B (Monetary Cap)), from and against all third party demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "**Damages**") imposed upon or incurred by Charter School to the extent arising out of (a) any grossly negligent or intentionally wrongful act of Crossover or (b) WorkSmart, as made available by Crossover to Charter School, to the extent it infringes a United States patent, copyright, or trade secret of such third party. Notwithstanding anything contained herein to the contrary, in no event shall the liability of Crossover provided in this section include any indirect, incidental, special, exemplary, consequential or punitive damages or damages for, measured by or based on lost profits, diminution in value, multiple of earnings or other similar measure.
- ii. Crossover's obligation to indemnify, defend and hold harmless will not apply to: (a) indirect, special or consequential Damages, (b) the extent that Damages are due to Charter School or a Resource's failure to fulfill their duties as described herein, (c) the extent that any Damages are the result of any negligent act or omission or intentional misconduct of either Charter School, its officers, employees or agents, Resource, or (d) the extent that Charter School or Resource is required to indemnify Crossover against such Damages.
- iii. Further, Crossover shall have no liability for any claim of infringement based on (a) any modifications to WorkSmart, where modifications have been made by parties other than Crossover; (b) Charter School's use of WorkSmart in conjunction with data where use with such data gave rise to the infringement claim; or (c) Charter School's use of WorkSmart with non-Crossover software or hardware, where use with such other software or hardware gave rise to the infringement claim.
- iv. Should WorkSmart become, or in Crossover's opinion is likely to become, the subject of a claim of infringement, Crossover may, at its option, (a) obtain the right for Charter School to continue

using WorkSmart; (b) replace or modify WorkSmart so it is no longer infringing or reduces the likelihood that it will be determined to be infringing; or (c) if neither of the foregoing options is commercially reasonable, terminate the license for WorkSmart. This Section 5(A)(iv) states the entire liability of Crossover with respect to any claim of infringement regarding WorkSmart.

B. Indemnification By Charter School.

- i. To the extent permitted by law, Charter School will indemnify, defend, and hold harmless Crossover, its affiliates, and their respective directors, officers, employees, representatives, and agents (each an “**Indemnified Party**”) from any and all claims, penalties, damages, liabilities, costs, losses, and expenses (including, but not limited to, reasonable attorneys’ fees and all related costs and expenses) arising from or relating to any claim, suit, proceeding, demand, or action brought by Charter School or a third party against an Indemnified Party relating to: (a) gross negligence, willful misconduct, or fraud by Charter School or Charter School’s agents, or (b) Crossover’s authorized use of the Payroll Vendor’s products.

C. Release.

- i. Charter School hereby releases Crossover, its affiliates, and their respective officers, directors, agents, subsidiaries, joint ventures, and employees from claims, demands, and damages (actual and consequential) of every kind and nature, known and unknown, arising out of or in any way connected with any dispute Charter School has with a Resource, whether it be at law or in equity. This release includes, for example and without limitation, any disputes regarding the performance, functions, and quality of the services provided to Charter School by the Resource and requests for refunds based upon disputes.
- ii. TO THE EXTENT APPLICABLE, CHARTER SCHOOL HEREBY WAIVES THE PROTECTIONS OF CALIFORNIA CIVIL CODE § 1542 (AND ANY ANALOGOUS LAW IN ANY OTHER APPLICABLE JURISDICTION) WHICH SAYS: “A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS THAT THE CREDITOR OR RELEASING PARTY DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE, AND THAT IF KNOWN BY HIM OR HER WOULD HAVE MATERIALLY AFFECTED HIS OR HER SETTLEMENT WITH THE DEBTOR OR RELEASED PARTY.”

D. Conditions for Indemnification.

Charter School and Crossover agree (i) to notify each other in writing of any asserted claim promptly on either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, (ii) the indemnifying party shall have sole control of the defense of any claim, and (iii) the party seeking indemnification shall provide all reasonable cooperation in the defense of any such claim, at the indemnifying party’s expense. Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of Crossover must be obtained from the Crossover Law Department in Austin, Texas.

6. INSURANCE

Charter School agrees to maintain insurance amounts in accordance with state and federal law, as applicable.

7. LIMITATION OF LIABILITY

A. Disclaimer of Damages.

EXCEPT AS SET FORTH HEREIN, AND FOR LIABILITY ARISING OUT OF SECTIONS 5B (INDEMNIFICATION BY CHARTER SCHOOL), 9 (OWNERSHIP) OR 10 (CONFIDENTIALITY), IN NO EVENT WILL EITHER PARTY OR ITS AFFILIATES BE LIABLE FOR ANY LOSS OF DATA, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR INDIRECT DAMAGES OF ANY KIND (INCLUDING DAMAGES FOR PROCUREMENT OF SUBSTITUTE GOODS OR SERVICES, LOSS OF USE, PROFITS, OR BUSINESS INTERRUPTION) REGARDLESS OF THE FORM OF ACTION WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE OR OTHERWISE), STRICT PRODUCT LIABILITY OR ANY OTHER LEGAL THEORY AND NOTWITHSTANDING THE FAILURE OF ESSENTIAL PURPOSE OF ANY REMEDY.

B. Monetary Cap.

EXCEPT FOR LIABILITY ARISING OUT OF SECTIONS 9 (OWNERSHIP) OR 10 (CONFIDENTIALITY), IN NO EVENT WILL CROSSOVER'S AGGREGATE CUMULATIVE LIABILITY FOR ALL CLAIMS ARISING OUT OF OR RELATED TO THIS AGREEMENT EXCEED THE AMOUNTS PAID TO CROSSOVER BY CHARTER SCHOOL PURSUANT TO THIS AGREEMENT DURING THE SIX (6) MONTH PERIOD IMMEDIATELY PRIOR TO THE DATE THE CLAIM AROSE AND NOTWITHSTANDING THE FAILURE OF ESSENTIAL PURPOSE OF ANY REMEDY.

8. WARRANTY AND DISCLAIMER OF WARRANTIES

Crossover will provide the services described herein in a good and workmanlike manner. EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, THE SERVICES PROVIDED BY CROSSOVER AND WORKSMART ARE PROVIDED "AS-IS" WITHOUT WARRANTIES OF ANY KIND. EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NEITHER PARTY MAKES ANY REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE SERVICES PROVIDED OR OBLIGATIONS UNDER THIS AGREEMENT, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, TITLE, PERFORMANCE, QUALITY, NON-INFRINGEMENT, FITNESS FOR A PARTICULAR PURPOSE, ACCURACY OF INFORMATION CONTENT, AND SYSTEM INTEGRATION, IMPLIED WARRANTIES ARISING FROM COURSE OF DEALING OR COURSE OF PERFORMANCE, AND ANY WARRANTIES AGAINST INTERFERENCE WITH END USER'S ENJOYMENT OF SUCH SERVICES, ADDITIONAL SERVICES OR ANY OTHER MODE OF SERVICE. FURTHER, NOTWITHSTANDING ANYTHING STATED ELSEWHERE IN THIS AGREEMENT, CROSSOVER SHALL NOT BE RESPONSIBLE FOR ANY BREACH (INCLUDING BREACH OF WARRANTY) ARISING OUT OF OR UNDER THIS AGREEMENT, WHERE SUCH

BREACH IS CAUSED DUE TO ANY ACT OR OMISSION OF A RESOURCE ACTING UPON AN INSTRUCTION, DIRECTION OR SPECIFICATION OF THE CHARTER SCHOOL.

9. OWNERSHIP

A. Assignment.

Ownership of all works of authorship, designs, inventions, improvements, technology, developments, discoveries, and trade secrets conceived, made, or discovered by a Resource specifically for Charter School in the course of performance of the Services (collectively, “**Inventions**”) will be as agreed between Resource and Charter School. To the extent that Crossover holds any rights in such Inventions, Crossover will assign and does hereby assign fully to Charter School all right, title, and interest in and to the Inventions, including all related intellectual property rights. Notwithstanding anything to the contrary, all works of authorship, designs, inventions, improvements, technology, developments, discoveries, and trade secrets conceived, made, or discovered by Crossover that relate to the WorkSmart, are not “Inventions”.

B. Resource IP Protection and Assignment.

Charter School hereby acknowledges and agrees that it is the Charter School’s right and responsibility to enter into separate: (1) intellectual property protection agreements, and (2) intellectual property assignment agreements with the Resources to ensure the direct assignment of intellectual property rights of the Resources to the Charter School on the works of authorship, designs, inventions, improvements, technology, developments, discoveries, and trade secrets conceived, made, or discovered by the Resources in the course of performance of the Services.

10. CONFIDENTIALITY

Nothing in this Agreement shall be construed to convey any title or ownership rights to either party’s Confidential Information or to any patent, copyright, trademark, or trade secret embodied therein, or to grant any other right, title, or ownership interest in a party’s Confidential Information to the other party. Neither party shall, in whole or in part, sell, lease, license, assign, transfer, or disclose the Confidential Information to any third party and shall not copy, reproduce or distribute the Confidential Information of the other party except as expressly permitted in this Agreement. Each party shall take every reasonable precaution, but no less than those precautions used to protect its own Confidential Information, to prevent the theft, disclosure, and the unauthorized copying, reproduction or distribution of the Confidential Information. “**Confidential Information**” may include all technical, product, business, financial, and other information regarding the business and software programs of either party, its customers, employees, investors, contractors, vendors and suppliers, including but not limited to research and development, documentation, marketing plans, customer identity, and business methods. Without limiting the generality of the foregoing, Confidential Information shall also include all information and materials disclosed orally or in any other form, regarding software products or software product development, including, but not limited to, the configuration techniques, data classification techniques, user interface, applications programming interfaces, data modeling and management techniques, data structures, and other information of or relating to a party’s software products or derived from testing or other use thereof. Confidential Information includes information generally not publicly known, whether tangible or intangible and in whatever form or medium provided, as well as any information

generated by a party that contains, reflects, or is derived from such information. Without granting any right or license, the obligations of the parties hereunder shall not apply to any material or information that: (i) is or becomes a part of the public domain through no act or omission by the receiving party; (ii) is independently developed by the receiving party without use of the disclosing party's Confidential Information; (iii) is rightfully obtained from a third party without any obligation of confidentiality to the receiving party; or (iv) is already known by the receiving party without any obligation of confidentiality prior to obtaining the Confidential Information from the disclosing party. In addition, neither party shall be liable for disclosure of Confidential Information if made in response to a valid order of a court or authorized agency of government, provided that notice is promptly given to the party whose Confidential Information is to be disclosed so that such party may seek a protective order and engage in other efforts to minimize the required disclosure. The parties shall cooperate in seeking such protective order and in engaging in such other efforts.

11. INDEPENDENT CONTRACTOR

In its performance of this Agreement, Crossover will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be construed as creating or implying any relationship of agency, franchise, partnership, or joint venture between Charter School and Crossover, except and solely to the extent expressly stated in this Agreement.

12. MISCELLANEOUS

Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by telex, telecopy or other wire transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement. Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received (a) on the date delivered, if delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three (3) business days after being sent, if sent by registered or certified mail. The Section headings of this Agreement are for the convenience of the parties only and in no way alter, modify, amend, limit, or restrict the contractual obligations of the parties. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

13. MODIFICATIONS

No modification or amendment to the Agreement will be binding upon Crossover unless in a written instrument signed by a duly authorized representative of Crossover. For the purposes of this subsection, a written instrument will expressly exclude electronic communications, such as email and electronic notices, but will include facsimiles.

14. ASSIGNABILITY

Charter School may not assign any of its rights or obligations hereunder, without Crossover's prior written consent in the form of a written instrument signed by a duly authorized representative of Crossover (and, for the purposes of this subsection, a written instrument will expressly exclude

electronic communications such as email and electronic notices but will include facsimiles). Crossover may freely assign this Agreement without Charter School's consent. Any attempted assignment or transfer in violation of this subsection will be null and void. Subject to the foregoing restrictions, this Agreement will inure to the benefit of the successors and permitted assigns of the parties.

15. SEVERABILITY

If and to the extent any provision of this Agreement is held illegal, invalid, or unenforceable in whole or in part under applicable law, such provision or such portion thereof will be ineffective as to the jurisdiction in which it is illegal, invalid, or unenforceable to the extent of its illegality, invalidity, or unenforceability and will be deemed modified to the extent necessary to conform to applicable law so as to give the maximum effect to the intent of the parties. The illegality, invalidity, or unenforceability of such provision in that jurisdiction will not in any way affect the legality, validity, or enforceability of such provision in any other jurisdiction or of any other provision in any jurisdiction.

16. EXPORT COMPLIANCES

Charter School must not directly or indirectly sell, export, re-export, transfer, divert, or otherwise dispose of any software or service to any end Charter School without obtaining any and all required authorizations from the appropriate government authorities. Charter School also warrants that Charter School is not prohibited from receiving U.S. origin products, including services or software.

17. COUNTERPARTS

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

18. PUBLICITY

Crossover may issue one or more press releases announcing and promoting Charter School's use of Crossover and create various forms of collateral documentation concerning Charter School's use of Crossover, including white papers, case studies, brochures, web site content and related materials, provided that Crossover complies with Charter School's trademark use policies.

19. SURVIVAL

After this Agreement terminates, the terms of this Agreement that expressly or by their nature contemplate performance after the Agreement terminates or expires will survive and continue in full force and effect. For example, the provisions protecting Confidential Information, requiring arbitration, protecting intellectual property, requiring non-circumvention of WorkSmart, indemnification, payment of Fees, reimbursement and setting forth limitations of liability each, by their nature, contemplate performance or observance after this Agreement terminates.

20. CHOICE OF LAW

Subject to the provisions on arbitration above, this Agreement, and any dispute, controversy or claim arising under, out of or relating to this Agreement and any subsequent amendments of this Agreement, including its formation, validity, binding effect, interpretation, performance, breach or termination, as well as non-contractual claims, will be construed in accordance with and governed by the laws of the State of Texas, USA without regard to the conflict of law provisions of any jurisdiction that would result in the application of the laws of another jurisdiction. Any action or suit related to this Agreement shall be subject to the exclusive jurisdiction of the courts in Austin, Texas. For clarity, this Agreement is not governed by the 1980 United Nations Convention on Contracts for the International Sales of Goods nor the Uniform Computer Information Transactions Act, as adopted in any jurisdiction.

21. ENTIRETY

This Agreement and its Exhibit(s) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their respective duly authorized representatives as of the day and year shown above.

<u>CROSSOVER MARKETS, INC.</u> ("Crossover")	<u>UNBOUND ACADEMIC INSTITUTE (PA) CHARTER SCHOOL, INC.</u> ("Charter School")
_____ Signature	_____ Signature
_____ Print Name	_____ Print Name
_____ Title	_____ Title
_____ Date	_____ Date

EXHIBIT A
ORDER FORM

This Order Form (“**Order Form**”) is accepted and agreed as on _____, 20[___] by both parties, **Crossover Markets, Inc.** (“**Crossover**”) a Delaware corporation with offices at 2028 E. Ben White Blvd., Ste. 240-2650, Austin, TX 78741, and **Unbound Academic Institute (PA) Charter School, Inc.** (“**Charter School**”) a Pennsylvania nonprofit corporation with offices at 146 East King St, Unit #1210, Lancaster, PA 17602; and made a part of the terms of the Services Agreement entered into on _____ (“**Agreement**”).

1. **Resource Information:** Charter School will, from time to time, request the placement of a Resource in writing. The Resource request will have all of the information about the open position that is reasonably required for Crossover to perform its Service.
2. **Placement Fee:** The Placement Fee for the Resources placed pursuant to this Order Form shall be 10% of the applicable Resource’s first year compensation package. [The Placement Fee is waived during the first three years of the Agreement.]
3. **Payment of Placement Fee:** The Placement Fee is payable within thirty (30) days of the Resource's start date with Charter School. An invoice for the Placement Fee will be issued by Crossover to Charter School detailing the total amount due based on the agreed compensation package of the placed Resource.
4. **Reporting:** Charter School agrees to provide Crossover with a detailed report of the total compensation package for each Resource placed, within ten (10) days of the Resource's acceptance of the employment or contractual offer. This report must include all relevant details necessary for the accurate calculation of the Placement Fee, as outlined above.
5. **Adjustments:** If the total compensation package of a placed Resource is adjusted within the first year of their engagement, resulting in an increase in the Placement Fee due to Crossover, Charter School agrees to notify Crossover of such adjustments and pay the additional fee owed within thirty (30) days of the adjustment.

Both parties agree to the terms stated above being incorporated in and a part of the terms of the Agreement. Except as expressly set forth herein, the terms of the Agreement shall remain in full effect. In the event of a conflict between this Order Form and the Agreement, the terms of this Order Form shall control.

IN WITNESS WHEREOF, the parties have caused this Order Form to be signed by their respective duly authorized representatives as of the day and year shown above.

CROSSOVER MARKETS, INC.

(“Crossover”)

**UNBOUND ACADEMIC INSTITUTE
(PA) CHARTER SCHOOL, INC.**

(“Charter School”)

Signature

Signature

Print Name

Print Name

Title

Title

Date

Date

EXHIBIT B**ACCOUNT SET UP AND USE**

- i. To use the Crossover site ("**Site**") and certain Site services ("**Site Services**") and WorkSmart, Charter School must register for an account on the Site ("**Account**"). When the Charter School registers for an Account, the Charter School will choose a username and password for the Account. The Charter School is entirely responsible for safeguarding and maintaining the confidentiality of its Account, username and password. Charter School authorizes Crossover to assume that any person using the Site with its username and password either is the Charter School or is authorized to act for the Charter School. Charter School agrees to notify Crossover immediately if Charter School suspects or becomes aware of any unauthorized use of its Account or any unauthorized access to its password. Charter School further agrees not to use any username, or password of another user of the Site that it is not authorized to use, and not to allow others who are not authorized to do so to use its Account at any time.
- ii. To use WorkSmart, the Site and Site Services, Charter School must have, and hereby represents that Charter School has, an independent business and further represents that Charter School intends to use the Site and Site Services for Charter School's business purposes only. Charter School understands that Charter School must comply with any licensing or registration requirements with respect to its business, and Charter School represents that Charter School complies with all such requirements.
- iii. Charter School represent that Charter School is not: (x) a citizen or resident of a geographic area in which access to or use of the Site or Site Services is prohibited by applicable law, decree, regulation, treaty, or administrative act; (y) a citizen or resident of, or located in, a geographic area that is subject to U.S. or other sovereign country sanctions or embargoes; or (z) an individual, or an individual employed by or associated with an entity, identified on the U.S. Department of Commerce's Denied Persons or Entity List, the U.S. Department of Treasury's Specially Designated Nationals or Blocked Persons Lists, or the U.S. Department of State's Debarred Parties List or otherwise ineligible to receive items subject to U.S. export control laws and regulations or other economic sanction rules of any sovereign nation. Charter School agrees that if Charter School's country of residence or other circumstances change such that the above representations are no longer accurate, that Charter School will immediately cease using WorkSmart, the Site and Site Services.
- iv. Crossover reserves the right, in its sole discretion, to refuse, suspend, or revoke Charter School's access to WorkSmart, the Site and Site Services upon discovery that any information Charter School provided on any form or posted on WorkSmart or the Site is not true, accurate, or complete, or such information or other conduct otherwise violates this Agreement, or for any other reason or no reason in Crossover's sole discretion.
- v. If Charter School's Account is suspended or closed, Charter School may not use the Site under the same Account or a different Account or re-register under a new Account without Crossover's prior written consent. If Charter School attempts to use WorkSmart

or the Site under a different Account, Crossover reserves the right to reclaim available funds in that Account and/or use an available payment method to pay for any amounts owed by Charter School to the extent permitted by applicable law.

- vi. Without limiting Crossover's other rights or remedies, if Charter School engages in actions or activities that circumvent WorkSmart or the Site or otherwise reduce Fees owed to Crossover or its affiliates under this Agreement, Charter School must pay Crossover, and Charter School authorizes Crossover or its affiliate to charge Charter School, for all Fees owed to Crossover and its affiliates, all losses and costs (including any and all time of Crossover's employees) and reasonable expenses (including attorneys' fees) related to investigating such breach and collecting such Fees. In addition, violations of this Agreement may be prosecuted to the fullest extent of the law and may result in additional penalties and sanctions.
- vii. If Charter School's Account is closed for any reason, Charter School will no longer have access to data, messages, files, and other material Charter School keeps on WorkSmart or the Site. If practicable or required by law, Crossover will retain this information along with all Charter School's previous posts and proposals for a period of up to five (5) years from the date of closure. However, Charter School understands that any closure of Charter School's Account may involve deletion of any content stored in Charter School's Account for which Crossover will have no liability whatsoever.
- viii. Except as otherwise required by applicable law, Crossover will notify Charter School if Crossover closes Charter School's Account, unless Crossover believes, in its sole judgment, that giving notice may cause damage. Charter School acknowledges and agrees that the value, reputation, and goodwill of WorkSmart and the Site depend on transparency of Charter School's Account status to all Resources. Charter School therefore agree as follows: IF CROSSOVER DECIDES TO SUSPEND OR CLOSE CHARTER SCHOOL'S ACCOUNT, CROSSOVER HAS THE RIGHT BUT NOT THE OBLIGATION TO: (A) NOTIFY RESOURCES OF CHARTER SCHOOL'S SUSPENDED OR CLOSED ACCOUNT STATUS, AND (B) PROVIDE THOSE RESOURCES WITH A SUMMARY OF THE REASONS FOR CHARTER SCHOOL'S ACCOUNT SUSPENSION OR CLOSURE.

SERVICES AGREEMENT

THIS SERVICES AGREEMENT (“**Agreement**”) is entered into [REDACTED] by and between Trilogy Enterprises, Inc., a Delaware corporation having an address at 2028 E. Ben White Blvd., Ste. 240-2650, Austin, TX 78741 (“**Trilogy**”) and Unbound Academic Institute (PA) Charter School, Inc., a Pennsylvania nonprofit corporation having an address at 146 East King St, Unit #1210, Lancaster, PA 17602 (“**Corporation**”).

Whereas Corporation receives administrative and management services from Trilogy (the “**Services**”) and Trilogy is willing to provide these Services subject to the terms and conditions of this Agreement;

Trilogy and Corporation agree as

follows:

- 1. Scope of Services.** Each of the Services to be provided by Trilogy to Corporation is described on separately executed schedules hereto (the “**Schedules**”), together with the cost of the Service. Trilogy shall have the right to use third parties and its Affiliates to render Services. “**Affiliate**” under this Agreement shall mean any entity, directly or indirectly, controlled by or under common control with or controlling a party to this Agreement. Such Services shall be governed by the terms and conditions of this Agreement and shall be separately invoiced by each such Affiliate directly to the Corporation. For clarity and notwithstanding anything to the contrary, to the extent Services are provided from either US or foreign sources under separate agreement between Trilogy and an Affiliate, the charges billed to Trilogy will be recharged to Corporation on a quarterly basis. It will be billed separately from charges included in this Agreement.
- 2. Additional Services.** Corporation may from time to time request that Trilogy perform additional Services. In such cases the parties may agree to amend this Agreement with the addition of a schedule hereto.
- 3. Termination of Services.** Individual Services may be terminated by either party upon notice to the other party upon thirty (30) days written notice. The Services shall be provided until terminated as described herein.
- 4. Payment.** For services provided under Schedule #1, Corporation shall pay a Service Fee equal to 2.5% of Corporation’s annual net revenue (gross revenue less cost of goods sold). **The Service Fee shall not exceed \$350,000 per calendar year.** All payments shall be made in U.S. dollars.

This percentage will be calculated and adjusted quarterly. Trilogy shall submit to Corporation an invoice within thirty (30) days of the end of the quarter during which the applicable Services were performed. Corporation shall make payments within thirty (30) days of the date of the applicable invoice.
- 5. Performance Issues.** Corporation may dispute any charge hereunder by giving Trilogy notice within fifteen (15) days of receiving the related invoice. The obligation to pay such charge shall be suspended for thirty (30) days while the parties negotiate a resolution. If they cannot resolve the charge within that period, Corporation shall pay the charge and may invoke alternative dispute resolution as described herein.
- 6. Notices.** Any notice to be given under this Agreement shall be in writing and, if to Trilogy, shall be mailed by first class mail to 2028 E. Ben White Blvd., Ste. 240-2650, Austin, TX 78741, and if to Corporation, shall be mailed by first class mail to 146 East King St, Unit #1210, Lancaster, PA 17602.
- 7. Dispute Resolution.** Any dispute arising under this Agreement that cannot be resolved shall be conclusively and exclusively resolved by arbitration in Austin, Texas.
- 8. Entire agreement.** This Agreement, including any separately executed Schedules, shall constitute the entire agreement between the parties regarding the subject matter hereof and supersede all proposals and prior discussions and writings between the parties with respect hereto.
- 9. Modifications.** The parties agree that this Agreement cannot be altered, amended or modified, except by a writing signed by an authorized representative of each party.
- 10. No Waiver.** No failure or delay in enforcing any right or exercising any remedy will be deemed a waiver of any right or remedy.

11. Severability and Reformation. Each provision of this agreement is a separately enforceable provision. If any provision of this Agreement is determined to be or becomes unenforceable or illegal, such provision shall be reformed to the minimum extent necessary in order for this Agreement to remain in effect in accordance with its terms as modified by such reformation.

12. Independent Contractor. Trilogy is an independent contractor and nothing in this Agreement shall be deemed to make Trilogy an agent, employee, partner, or joint venturer of Corporation. Trilogy shall have no authority to bind, commit, or otherwise obligate Corporation in any manner whatsoever.

13. Choice of Law. THIS AGREEMENT SHALL BE GOVERNED AND INTERPRETED BY THE LAWS OF THE STATE OF TEXAS WITHOUT REGARD TO THE CONFLICTS OF LAW PROVISIONS OF ANY STATE OR JURISDICTION.

The Parties have caused this Agreement to be executed by their duly authorized representatives effective as of the Effective Date.

Trilogy Enterprises, Inc.

("Trilogy")

Signature

Print Name

Title

Unbound Academic Institute (PA) Charter School, Inc.

("Corporation")

Signature

Print Name

Title

Schedule #1

Description of Services

Trilogy shall be responsible for providing core administrative services to the Corporation, for any purpose the Corporation might require. This may include, but is not limited to the following:

A. Human Resources:

- i) Payroll administration services
- ii) Retirement plan services
- iii) Immigration services
- iv) New hire process
- v) Offer letter preparation and review
- vi) Managing employee information and documentation
- vii) Assisting with employee performance assessment and termination
- viii) Compensation and job leveling
- ix) Bonus/commission programs
- x) Travel policy
- xi) Relocation

B. Capital Resources/Treasury/Finance:

- i) Cash management strategies, including maintenance of bank accounts, development of cash management processes, and review of bank services and fees
- ii) Cash mobilization – initiation of properly approved wire transfers, collection of all bank account balances, funding of all disbursement accounts, coordination with for all excesses and shortfalls
- iii) Coordination of letters of credit
- iv) Pass-through expense of banking services charges
- v) Cash investment using similar investment strategies as those used by Trilogy
- vi) Coordination of financing decisions, including risk assessment and management and financing administration

C. Legal Services:

- i) Education Law
- ii) Nonprofit Corporate Law
- iii) Contract Review and Preparation
- iv) Corporate Registrations
- v) Real Estate
- vi) Bankruptcy
- vii) Customs
- viii) Corporate Finance
- ix) Private Financing
- x) Employment Law and Legal HR support

D. Accounting Services:

- i) Coordination with audit firm
- ii) Assistance with business development and relationship management
- iii) Annual audit assistance for Generally Accepted Accounting Principles (“GAAP”) financials
- iv) Review of financial results for accuracy
- v) Provide general ledger (“GL”) and GL related assistance
- vi) Financial systems software, including but not limited to ERP, Sales management software, AP and AR software

E. Financial Services/Tax:

- i) Assistance with budget preparation
- ii) Monitoring of actual performance against budget
- iii) Tax return preparation and tax payment processing for federal and state requirements
- iv) Representation on audits

- v) Tax and tax provision accounting
- vi) Monitor legislation and regulations affecting the business
- vii) Sales and Use tax reporting

F. Insurance Services:

- i) Identification and mitigation of key risks
- ii) Recommendation of appropriate coverage
- iii) Obtaining policy quotes through brokers
- iv) Assistance with filing of claims

**Start-Up and Five Year Operational Budget
Unbound Academy (PA), Inc.**

Account Code	Start-Up			Year 1			
	STUDENT COUNT (at full enrollment)					500	
	Number of Students FTE (Budget based on)					470	
	% of Full Enrollment Budget Based On					94.00%	
	CARRYOVER					\$ 5,457	
	REVENUE						
			\$ Amount			\$ Amount	
6940			\$ -			\$ 5,959,130	
9910			\$ 650,000			\$ -	
			Total Revenue			\$ 5,959,130	
	- Instruction						
	Regular Instruction Programs						
100	Personnel Services - Salaries	FTE Staff	@ Salary	Total	# of Staff	@ Salary	Total
111	Director/Principal (Head of School)	0.25	\$ 150,000.00	\$ 37,500	1	\$150,000.00	\$ 150,000
111	Senior Teacher-Regular Education (Lead Guides)	0.75	\$ 100,000.00	\$ 75,000	5	\$100,000.00	\$ 500,000
111	Teacher Regular Education (Guides)	0.83	\$ 60,000.00	\$ 50,000	10	\$ 60,000.00	\$ 600,000
200	Personnel Services - Employee Benefits						
210	Employee Insurance			\$ 11,917			\$ 104,000
211	Medicare			\$ 2,356			\$ 18,125
219	Disability			\$ 590			\$ 5,152
221	Social Security			\$ 10,075			\$ 77,500
231	Retirement Plan			\$ 16,250			\$ 125,000
299	Benefits and Taxes			\$ 8,531			\$ 65,625
300	Purchased Professional & Technical Services						
323	Curriculum & Resource Materials / 2 HR Learning			\$ -			\$ 2,392,500
349	SIS Software			\$ -			\$ 27,405
400	Purchased Property Services						
441	Building Rent (Student Annual Statewide Testing)			\$ -			\$ 19,575
448	Student Technology Equipment (Laptops)			\$ -			\$ 391,500
				Total Regular Instruction			\$ 4,476,382
				\$ 212,220			
	Special Instruction Programs						
100	Personnel Services - Salaries	FTE Staff	@ Salary	Total	# of Staff	@ Salary	Total
111	Director/Manager Teacher Special Education (Guide)	0.00	\$ 60,000.00	\$ -	1	\$ 60,000.00	\$ 60,000
200	Personnel Services - Employee Benefits						
210	Employee Insurance			\$ -			\$ 6,500
211	Medicare			\$ -			\$ 870
219	Disability			\$ -			\$ 322

2000
2300

221	Social Security			\$ -			\$ 3,720
231	Retirement Plan			\$ -			\$ 6,000
299	Benefits and Taxes			\$ -			\$ 3,150
300	Purchased Professional & Technical Services						
323	Contracted Services (Special Education)			\$ -			\$ 58,500
349	Curriculum & Resource Materials / 2 HR Learning			\$ -			\$ 357,500
349	SIS Software			\$ -			\$ 4,095
400	Purchased Property Services						
441	Building Rent (Student Annual Statewide Testing)			\$ -			\$ 2,925
448	Student Technology Equipment (Laptops)			\$ -			\$ 58,500
	Total Special Instruction			\$ -			\$ 562,082
	Total Instruction			\$ 212,220			\$ 5,038,464
	- Support Services						
	Support Services - Administration						
100	Personnel Services - Salaries	FTE Staff	@ Salary	Total	# of Staff	@ Salary	Total
111	Clerical (Admin)	0.25	\$ 60,000.00	\$ 15,000	2	\$ 60,000.00	\$ 120,000
200	Personnel Services - Employee Benefits						
210	Employee Insurance			\$ 1,625			\$ 13,000
211	Medicare			\$ 218			\$ 1,740
219	Disability			\$ 81			\$ 644
221	Social Security			\$ 930			\$ 7,440
231	Retirement Plan			\$ 1,500			\$ 12,000
299	Benefits and Taxes			\$ 788			\$ 6,300
400	Purchased Property Services						
441	Building Rent/Lease/Loan (Office)			\$ 5,988			\$ 11,976
500	Other Purchased Services						
523	Liability Insurance			\$ 15,622			\$ 31,244
538	Staff Phone/Communications/Internet Connectivity			\$ 1,000			\$ 9,120
549	Marketing/Advertising			\$ 350,000			\$ 350,000
600	Supplies						
610	Office Supplies (Paper, Postage, etc.)			\$ 73			\$ 1,900
610	Office Furniture & Other Equipment			\$ -			\$ 9,000
610	Supplies Allowance			\$ -			\$ 2,500
620	Utilities (Electric, Gas, Water, Waste)			\$ -			\$ -
650	Office Small Technology Equipment (per Staff)			\$ 28,500			\$ -
	Total Administration			\$ 421,323			\$ 576,864
	Support Services - Business						
300	Purchased Professional & Technical Services						
310	G&A Services (Finance, Legal, Insurance, Infrastructure, Other G&A, etc.)			\$ -			\$ 148,978
330	Auditor Fees			\$ -			\$ 25,000
360	Membership Dues & Registrations (Startup)			\$ 6,500			\$ -
500	Other Purchased Services						

2500

580	Travel (Startup)			\$	4,500			\$ -
	Total Business			\$	11,000			\$ 173,978
	Total Support Services			\$	432,323			\$ 750,842
	Total Revenues (from above)			\$	650,000			\$ 5,959,130
	Total Expenditures			\$	644,543			\$ 5,789,306
	Cash Flow (=Revenues-Expenditures)			\$	5,457			\$ 169,824
	Carry Over (from above)			\$ -				\$ 5,457
	Balance (=Carry Over + Cash Flow)			\$	5,457			\$ 175,281

Cash Reserve Amount as % of Expenses

3%

**Start-Up and Five Year Operational Budget
Unbound Academy (PA), Inc.**

Account Code	Year 2			Year 3			
	STUDENT COUNT (at full enrollment)				1500		
	Number of Students FTE (Budget based on)				1410		
	% of Full Enrollment Budget Based On				94.00%		
	CARRYOVER				\$ 484,137		
	REVENUE				\$ Amount		
6940	State Funding				\$ 17,877,390		
9910	Secured Funds - Private Donations				\$ -		
	Total Revenue				\$ 17,877,390		
	- Instruction						
	Regular Instruction Programs						
1000							
1100							
100	Personnel Services - Salaries	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
111	Director/Principal (Head of School)	1	\$154,500.00	\$ 154,500	1	\$159,135.00	\$ 159,135
111	Senior Teacher-Regular Education (Lead Guides)	10	\$103,000.00	\$ 1,030,000	15	\$106,090.00	\$ 1,591,350
111	Teacher Regular Education (Guides)	20	\$ 61,800.00	\$ 1,236,000	30	\$ 63,654.00	\$ 1,909,620
200	Personnel Services - Employee Benefits						
210	Employee Insurance			\$ 201,500			\$ 299,000
211	Medicare			\$ 35,097			\$ 53,072
219	Disability			\$ 9,982			\$ 14,812
221	Social Security			\$ 150,071			\$ 226,927
231	Retirement Plan			\$ 242,050			\$ 366,011
299	Benefits and Taxes			\$ 127,076			\$ 192,156
300	Purchased Professional & Technical Services						
323	Curriculum & Resource Materials / 2 HR Learning			\$ 5,655,000			\$ 8,482,500
349	SIS Software			\$ 54,810			\$ 82,215
400	Purchased Property Services						
441	Building Rent (Student Annual Statewide Testing)			\$ 39,150			\$ 58,725
448	Student Technology Equipment (Laptops)			\$ 446,310			\$ 504,644
	Total Regular Instruction			\$ 9,381,547			\$ 13,940,165
	Special Instruction Programs						
1000							
1100							
100	Personnel Services - Salaries	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
111	Director/Manager Teacher Special Education (Guide)	1	\$ 61,800.00	\$ 61,800	1	\$ 63,654.00	\$ 63,654
200	Personnel Services - Employee Benefits						
210	Employee Insurance			\$ 6,500			\$ 6,500
211	Medicare			\$ 896			\$ 923
219	Disability			\$ 322			\$ 322
221	Social Security			\$ 3,832			\$ 3,947

2000
2300

231	Retirement Plan			\$ 6,180			\$ 6,365
299	Benefits and Taxes			\$ 3,245			\$ 3,342
300	Purchased Professional & Technical Services						
323	Contracted Services (Special Education)			\$ 117,000			\$ 175,500
349	Curriculum & Resource Materials / 2 HR Learning			\$ 845,000			\$ 1,267,500
349	SIS Software			\$ 8,190			\$ 12,285
400	Purchased Property Services						
441	Building Rent (Student Annual Statewide Testing)			\$ 5,850			\$ 8,775
448	Student Technology Equipment (Laptops)			\$ 66,690			\$ 75,407
	Total Special Instruction			\$ 1,125,504			\$ 1,624,519
	Total Instruction			\$ 10,507,051			\$ 15,564,684
	- Support Services						
	Support Services - Administration						
100	Personnel Services - Salaries	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
111	Clerical (Admin)	4	\$ 61,800.00	\$ 247,200	6	\$ 63,654.00	\$ 381,924
200	Personnel Services - Employee Benefits						
210	Employee Insurance			\$ 26,000			\$ 39,000
211	Medicare			\$ 3,584			\$ 5,538
219	Disability			\$ 1,288			\$ 1,932
221	Social Security			\$ 15,326			\$ 23,679
231	Retirement Plan			\$ 24,720			\$ 38,192
299	Benefits and Taxes			\$ 12,978			\$ 20,051
400	Purchased Property Services						
441	Building Rent/Lease/Loan (Office)			\$ 11,976			\$ 11,976
500	Other Purchased Services						
523	Liability Insurance			\$ 32,806			\$ 34,447
538	Staff Phone/Communications/Internet Connectivity			\$ 17,280			\$ 25,440
549	Marketing/Advertising			\$ 350,000			\$ 350,000
600	Supplies						
610	Office Supplies (Paper, Postage, etc.)			\$ 3,600			\$ 5,300
610	Office Furniture & Other Equipment			\$ 17,000			\$ 17,000
610	Supplies Allowance			\$ 2,500			\$ 2,500
620	Utilities (Electric, Gas, Water, Waste)			\$ -			\$ -
650	Office Small Technology Equipment (per Staff)			\$ 25,500			\$ 25,500
	Total Administration			\$ 791,759			\$ 982,479
	Support Services - Business						
300	Purchased Professional & Technical Services						
310	G&A Services (Finance, Legal, Insurance, Infrastructure, Other G&A, etc.)			\$ 298,273			\$ 350,000
330	Auditor Fees			\$ 25,000			\$ 25,000
360	Membership Dues & Registrations (Startup)			\$ -			\$ -
500	Other Purchased Services						
580	Travel (Startup)			\$ -			\$ -

2500

Total Business			\$ 323,273			\$ 375,000
Total Support Services			\$ 1,115,032			\$ 1,357,479
Total Revenues (from above)			\$ 11,930,939			\$ 17,877,390
Total Expenditures			\$ 11,622,083			\$ 16,922,163
Cash Flow (=Revenues-Expenditures)			\$ 308,856			\$ 955,227
Carry Over (from above)			\$ 175,281			\$ 484,137
Balance (=Carry Over + Cash Flow)			\$ 484,137			\$ 1,439,364

Cash Reserve Amount as % of Expenses

4%

9%

**Start-Up and Five Year Operational Budget
Unbound Academy (PA), Inc.**

Account Code	Year 4			Year 5		
	STUDENT COUNT (at full enrollment)			2500		
	Number of Students FTE (Budget based on)			2350		
	% of Full Enrollment Budget Based On			94.00%		
	CARRYOVER			\$ 3,006,825		
	REVENUE			\$ Amount		
6940	State Funding			\$ 29,795,650		
9910	Secured Funds - Private Donations			\$ -		
	Total Revenue			\$ 29,795,650		
	- Instruction					
	Regular Instruction Programs					
	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
100	Personnel Services - Salaries					
111	1	\$ 163,909.05	\$ 163,909	1	\$ 168,826.32	\$ 168,826
111	20	\$ 109,272.70	\$ 2,185,454	25	\$ 112,550.88	\$ 2,813,772
111	40	\$ 65,563.62	\$ 2,622,545	50	\$ 67,530.53	\$ 3,376,526
200	Personnel Services - Employee Benefits					
210	Employee Insurance			\$ 494,000		
211	Medicare			\$ 92,207		
219	Disability			\$ 24,472		
221	Social Security			\$ 394,266		
231	Retirement Plan			\$ 635,912		
299	Benefits and Taxes			\$ 333,854		
300	Purchased Professional & Technical Services					
323	Curriculum & Resource Materials / 2 HR Learning			\$ 14,137,500		
349	SIS Software			\$ 137,025		
400	Purchased Property Services					
441	Building Rent (Student Annual Statewide Testing)			\$ 97,875		
448	Student Technology Equipment (Laptops)			\$ 624,834		
	Total Regular Instruction			\$ 23,331,070		
	Special Instruction Programs					
	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
100	Personnel Services - Salaries					
111	1	\$ 65,563.62	\$ 65,564	1	\$ 67,530.53	\$ 67,531
200	Personnel Services - Employee Benefits					
210	Employee Insurance			\$ 6,500		
211	Medicare			\$ 979		
219	Disability			\$ 322		
221	Social Security			\$ 4,187		
231	Retirement Plan			\$ 6,753		

299	Benefits and Taxes			\$ 3,442			\$ 3,545
300	Purchased Professional & Technical Services						
323	Contracted Services (Special Education)			\$ 234,000			\$ 292,500
349	Curriculum & Resource Materials / 2 HR Learning			\$ 1,690,000			\$ 2,112,500
349	SIS Software			\$ 16,380			\$ 20,475
400	Purchased Property Services						
441	Building Rent (Student Annual Statewide Testing)			\$ 11,700			\$ 14,625
448	Student Technology Equipment (Laptops)			\$ 84,123			\$ 93,366
	Total Special Instruction			\$ 2,123,603			\$ 2,623,283
	Total Instruction			\$ 20,711,116			\$ 25,954,353
	- Support Services						
	Support Services - Administration						
100	Personnel Services - Salaries	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
111	Clerical (Admin)	8	\$ 65,563.62	\$ 524,509	10	\$ 67,530.53	\$ 675,305
200	Personnel Services - Employee Benefits						
210	Employee Insurance			\$ 52,000			\$ 65,000
211	Medicare			\$ 7,605			\$ 9,792
219	Disability			\$ 2,576			\$ 3,220
221	Social Security			\$ 32,520			\$ 41,869
231	Retirement Plan			\$ 52,451			\$ 67,531
299	Benefits and Taxes			\$ 27,537			\$ 35,454
400	Purchased Property Services						
441	Building Rent/Lease/Loan (Office)			\$ 11,976			\$ 11,976
500	Other Purchased Services						
523	Liability Insurance			\$ 36,169			\$ 37,977
538	Staff Phone/Communications/Internet Connectivity			\$ 33,600			\$ 41,760
549	Marketing/Advertising			\$ 350,000			\$ 350,000
600	Supplies						
610	Office Supplies (Paper, Postage, etc.)			\$ 7,000			\$ 8,700
610	Office Furniture & Other Equipment			\$ 17,000			\$ 17,000
610	Supplies Allowance			\$ 2,500			\$ 2,500
620	Utilities (Electric, Gas, Water, Waste)			\$ -			\$ -
650	Office Small Technology Equipment (per Staff)			\$ 25,500			\$ 25,500
	Total Administration			\$ 1,182,942			\$ 1,393,583
	Support Services - Business						
300	Purchased Professional & Technical Services						
310	G&A Services (Finance, Legal, Insurance, Infrastructure, Other G&A, etc.)			\$ 350,000			\$ 350,000
330	Auditor Fees			\$ 25,000			\$ 25,000
360	Membership Dues & Registrations (Startup)			\$ -			\$ -
500	Other Purchased Services						
580	Travel (Startup)			\$ -			\$ -
	Total Business			\$ 375,000			\$ 375,000
	Total Support Services			\$ 1,557,942			\$ 1,768,583

2000
2300

2500

Total Revenues (from above)			\$ 23,836,520			\$ 29,795,650
Total Expenditures			\$ 22,269,059			\$ 27,722,937
Cash Flow (=Revenues-Expenditures)			\$ 1,567,461			\$ 2,072,713
Carry Over (from above)			\$ 1,439,364			\$ 3,006,825
Balance (=Carry Over + Cash Flow)			\$ 3,006,825			\$ 5,079,538

Cash Reserve Amount as % of Expenses

14%

18%