

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B140006

Grants.gov Tracking#: GRANT11699391

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/08/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-5228159"/>	* c. Organizational DUNS: <input type="text" value="0784688980000"/>
--	---

d. Address:

* Street1:	<input type="text" value="850 N. 5th Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Allentown"/>
County/Parish:	<input type="text" value="Lehigh"/>
* State:	<input type="text" value="PA: Pennsylvania"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="18102 -6500"/>

e. Organizational Unit:

Department Name: <input type="text" value="School Development"/>	Division Name: <input type="text" value="Grant Writing"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Maritza"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Robert"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="717-645-6100"/>	Fax Number: <input type="text" value="610-435-4731"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Planning, Program Design and Initial Implementation of Roberto Clemente Elementary Charter School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="158,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="44,600.00"/>
* d. Local	<input type="text" value="2,580,874.00"/>
* e. Other	<input type="text" value="131,500.00"/>
* f. Program Income	<input type="text" value="297,450.00"/>
* g. TOTAL	<input type="text" value="3,212,424.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Maritza Robert</p>	<p>TITLE</p> <p>CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>Roberto Clemente Elementary Charter School</p>	<p>DATE SUBMITTED</p> <p>07/08/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Roberto Clemente Elementary Charter School

* Street 1: 850 North 5th Street Street 2: _____

* City: Allentown State: PA: Pennsylvania Zip: 18102

Congressional District, if known: PA-015

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: United States Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Samuel Middle Name _____

* Last Name: Polanco Suffix _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: Samuel Middle Name _____

* Last Name: Polanco Suffix _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Maritza Robert

* Name: Prefix _____ * First Name: Samuel Middle Name _____
* Last Name: Polanco Suffix _____

Title: CEO Telephone No.: 610-439-5181 Date: 07/08/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B140006

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Roberto Clemente Elementary Charter School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Samuel Middle Name:
* Last Name: Polanco	Suffix:
* Title: CEO	
* SIGNATURE: Maritza Robert	* DATE: 07/08/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Planning, Program Design and Initial Implementation of Roberto Clemente Elementary

Charter School- Project Director- Dr. Maritza Robert-717-645-6100 e-mail-address-

maritzarobert@aol.com This grant proposal is in support of Roberto Clemente Elementary Charter School (RCECS), a K-5 school, which will be located at 850 N. 5th Street in Allentown, PA 18102. All students enrolled in RCECS reside within the urban Allentown School District (ASD), the 4th largest school district in PA. ASD is a low performing district with a graduation rate of 61% and has been in corrective action for the last seven years. RCECS will serve a diverse population of 320 students of which 95% are Latinos, many of which are ELL and low-income. Latino students are the fastest-growing population in the nation, and lag behind white students in measures of educational attainment, such as reading, math, high school graduation, and college enrollment and completion. RCECS's vision is to be the only school in Allentown to provide a comprehensive model of college readiness including a dual language program (English/Spanish) to develop student proficiency in both languages. RCECS will use a rigorous research based academic curriculum. College symbolism will be seen in college memorabilia hung throughout the physical space and will be felt through the classrooms and universities partnerships. Students will encounter the rigor and intensity of college learning through the use of national best practices at an early age bolstering success in K-12 and post secondary education. Project financial assistance will be used for the following activities: a.) Marketing, b.) Review implementation of school design, c.) Human resources activities, d.) Planning, Purchasing and Installation of Technology Equipment, e.) Purchasing Books and Furniture f.) Accounting Services, g.) Curriculum Mapping, h) Data-driven Accountability, h.) Professional Development, and i.) Multiple Assessments to Measure Achievement and Program Evaluation for Continuous Program Improvement.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Competitive Preference Priority

1. Improving Achievement and High School Graduation Rates; 2. Promoting Diversity; 3. Improving Productivity; and 4. Invitational Priority: Serving Students from Persistently Low- Performing Schools.

This grant proposal is in support of **Roberto Clemente Elementary Charter School (RCECS)**, which will be located at 850 N. 5th Street, in Allentown, PA, in the heart of the Weed and Seed Section of the city. RCECS will be the first K-5 elementary and only school in Allentown to focus on a college readiness culture and implement a dual language program featuring instruction in both English and Spanish. RCECS will be a small learning community of 320 students, with small classroom size, individualized instruction, character development, extended learning activities to accelerate instruction, and a holistic approach to teaching and learning. It is our hope that RCECS will help to significantly reduce the number of dropouts in the city of Allentown and increase college enrollment rates for a diverse student population. RCECS will do so by strengthening the elementary curriculum and by developing a support system that will promote college readiness at the elementary level. The entire curriculum is research-based and was developed in consultation with John Hopkins University; the Success for All Foundation; the Center for Data Driven Reform in Education, which helps low-performing schools meet state standards; and the Best Evidence Encyclopedia, which provides reviews of reading and math programs.

RCECS is located in the Allentown School District (ASD) territory, a large urban public school district. ASD is currently the fourth largest school district in Pennsylvania and is a recipient of school-wide Title I funding. During the 2013-2014 school year, ASD provided basic educational services for 17,323 pupils of the following demographic breakdown: **13.1% White,**

15.8% Black, 65.9% Hispanic, 1.4% Asian, 0.1% Native American. In addition, **89% of district students were eligible for free or reduced lunch.** The majority of the student population is Hispanic, but the school district serves students with 35 different native languages. The poverty level in Allentown is 89.8 percent greater than the state average and 50.3 percent greater than the national average. **ASD is a low performing school district, hosting a graduation rate of 61% and has been in corrective action for the last seven years.**

In June of 2014, RCECS completed the student enrollment process for school year 2014-2015; 95 percent of the students enrolled in the school are of Hispanic descent, while five percent are African American. The Home Language Survey indicates that 65% of the student population is potentially English Language Learners. The family income calculator indicates that 91% of students are low-income and eligible for free or reduced lunch, qualifying the school for Title I funding. In addition, 14 percent of the student population qualifies for special education services. Data was collected from enrollment forms and analyzed to identify the potential academic and social-emotional needs of the student population being served at RCECS.

All of the students enrolled in RCECS are coming from the Allentown School District, a consistently low-performing school district. We anticipate having a significant number of students below grade level in reading and math. For that reason, we developed a plan to assess their reading skills using the reliable and valid test, DIBELS Next, or Dynamics Indicators of BASIC Early Literacy Skills. This assessment is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader. DIBELS has been specifically designed to be used within a problem-solving, outcomes-driven model of decision-making and response to intervention. This reading test will identify students who may be at risk for reading difficulties and will help teachers identify areas in which to target instructional support.

We are also using The Pennsylvania Classroom Diagnostic Tools (CDT) to assess math skills. This is a set of online assessments, divided by content area, and designed to provide diagnostic information in order to guide instruction and remediation. This diagnostic tool will assist us in identifying students' academic strengths and areas in need of improvement by providing links to classroom resources.

The founders of RCECS have thirteen years of experience working with the student population in Allentown, and know that when students reach middle school, they are already several years behind in math and reading. The founders also understand the racial, ethnic, and income disparities in college readiness and enrollment at both the national and local level. These gaps in reading and math often start during the elementary years. By fourth grade, many minority students are already three years behind academically. These gaps increase in middle school and high school. One can find supporting evidence in documents compiled by the National Center for Education Statistics, which shows that 17 year old African American and Latino students read at the same level as 13 year old white students. In math, the statistics show the same numbers. Therefore, there is a significant gap between whites, blacks, and Hispanics, not only in Allentown, but also throughout the nation.

RCECS intends to neutralize academic gaps and will place great attention on academic vocabulary and language development deficits found in ELL and minority populations. Many times, these populations are not proficient in Spanish or English. For that reason, RCECS will include a rigorous dual-language program in English and Spanish through an environment that embraces diversity. The dual language program has attracted a diverse population of African American, Hispanic and Latino students representing many countries. The dual language program will use a rigorous standards-based curriculum with best practices, including the integration of

technology and individualized learning tools for students, with the goal to improve reading comprehension, vocabulary, writing proficiency, and performance on high-stakes tests. It also has a bilingual component in which the program will develop academic vocabulary in English and Spanish in four content areas improving student learning through differentiated instruction, cooperative learning, reciprocal teaching and other approaches.

RCECS recognizes disparities in post-secondary education and would like to help to increase college graduation rates for local minority students. The data shows that 17.8% of African American young adults have earned a bachelor's degree. At the same time, only 10.5% of Latino young adults have completed a bachelor's degree or higher (Roderick, Nagaoka, & Coca, 2009). These studies support the fact that college readiness does not occur with one strategy. College readiness should not start in middle school or high school, but instead requires comprehensive K-12 efforts. This is why RCECS will use an early college initiative for grades K-5. We will incorporate some characteristics of the "No Excuses University" model as it was developed in Los Peñasquitos Elementary School in San Diego, California in 1996. This model has been replicated around the country because the emphasis of the program is on academic results. However, we will not use their slogan, "No Excuses University". Instead, we will use "College: It's What We Do." As part of the early college initiative, our school will work diligently to expose students to powerful college symbolism, college vocabulary and college programs through career education. Students will learn about different college opportunities and start thinking about their options at an early age. Every classroom and building space will have a university name. College symbolism will be seen in college flags and banners hung in every classroom, office, and building space. Partnerships will be developed between classrooms and universities. We will use a defined process for creating a culture of universal achievement that includes: collaboration, standards

alignment, assessment, data analysis, and interventions. The belief that all students can learn will create a culture of achievement and commitment among students, parents, and staff. Instruction and student achievement will be the number one priority.

We strongly believe that having families engaged in the college readiness process early and throughout the K-12 educational experience will diminish the lack of college information and knowledge that impedes students and their families from successfully enrolling and graduating from college. By introducing a college readiness program to an elementary child, we are impacting his/her future from the beginning. The partnerships among elementary, middle school, high school, and post-secondary education are crucial for maximizing students' success. Unfortunately, GEAR UP, Talent Search, and other college preparatory programs geared to low-income students have been cut significantly during the current economic crisis. This is affecting ASD and, as such, students staying in their home schools will not benefit from the services these programs have provided in the past years. For that reason, our proposed program is more important than ever.

Unfortunately, for years, teachers and administrators in urban schools have made unjust assumptions about the student who walks through the door. Children who live in generational poverty are seen as perfect candidates for low-skilled work in the future. Even today, non-English speaking children, other minorities, and low-income students especially, are assumed to have little chance of filling professions that might someday provide financial and social stability for their families. Minority children are often burdened by the perception that their best will never be good enough and, therefore, they must accept a lesser place in society.

What is worse is that these assumptions are branded on children as they enter kindergarten. It is these unspoken and all-too common assumptions that must be challenged, and it is why we must

take bold risks to do things differently, just as we are proposing.

Selection Criteria

1).Quality of the Proposed Curriculum and Instructional Practices

Roberto Clemente Elementary Charter School will be the first dual language elementary K-5 charter school in Allentown, PA. We will have a capacity of 320 students which will range from 5 to 11 years old. Instruction in the elementary school will be for 180 days and 900 hours. The mission is to be a small learning community that inspires and educates students to maximize their success. We will provide students with a rigorous academic foundation in English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. We will challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, both at the secondary level study, and as life-long learners. (See attachment A- Mission and Vision).

RCECS will be a student-centered school that incorporates a rigorous and engaging curriculum aligned to the Pennsylvania State Standards, Standards Aligned System, and the National Common Core Standards. We will have a comprehensive approach to teaching and learning and in the educational programs we will place emphasis on all areas of schooling such as policies and procedures, curriculum and instruction, staff development, ESL program, special education program, prevention, intervention and post-intervention programs, safety and security, parental involvement, before and after school programs, adult education, and others. Instruction and student achievement will be the number one topic of conversation within RCECS staff and the school community. The consistent focus of the school will be on results.

In RCECS the goal will be for students to set their sight on some form of post-secondary education at the elementary level. Our vision is to develop a comprehensive model of college

readiness from grades to K-5. A school that embraces a culture of achievement and believes that every student is capable of academic proficiency and that the primary responsibility rests with the adults. We understand that the culture of universal achievement is firmly in place when every student is proficient in reading, math, science, and writing. We also understand that we need to concentrate all our efforts in quality of instruction. We will use college or university names in each classroom to raise awareness of future college possibilities and to increase students' knowledge of the importance of going to college or a technical school. We will partner with colleges and universities to establish several programs geared to help students pursue higher education. We are hoping to reduce the drop-out rate in the Allentown area which is 40% and to motivate students to set their goals into higher education by beginning college awareness and academic preparation as early as elementary school, setting higher standards for students and ensuring that each student has advice and guidance. We are hoping that students will encounter the rigor, depth, and intensity of college work at an earlier age which will inspire them to get well-prepared to be successful in middle school, high school and postsecondary education.

RCECS will utilize a dual language program. Our goal is to have a two-way immersion program or an educational approach that integrates native English speakers and native speakers of another language (usually Spanish) for content and literacy instruction in both languages. Two-way immersion education has been a best practice for developing high levels of academic achievement, bilingualism, bi-literacy, and cross-cultural awareness among students.

In this program: a) two languages are used for instruction and two groups are involved, b) the language majority students and the language minority students are grouped together for academic instruction, and c) it provides core academic instruction in both languages.

During the first years of operation, we will teach 70% in English and 30% in Spanish throughout

grade levels 3-5. Grades 1-2 will receive instruction 78% in English and 22% in Spanish. We will increase the Spanish percentage gradually. This model was adopted after considering the language barriers we have observed in middle school and high school students and the lack of academic vocabulary the students bring to the school in both English and Spanish. Due to the fact that we still do not fully know the language proficiency and academic level of the students we will serve, we must implement a program that adjusts to a diverse population and the possibility of Latino students with limited language proficiency in both languages. All students will be exposed to instruction in English and Spanish. The selected curriculum programs provide a series of diagnostic tools that will assist teachers in grouping students based on language proficiency. Assessments will also be created as measures to prove added value to the education of each student. In addition, benchmark tests and standardized examinations will also help identify students' areas of strength and weakness. Grouping of students by these areas will occur in English Language Arts and Spanish.

The grouping of students will provide the opportunity for differentiated instruction aiming at the specific levels/needs previously identified through the assessments. The integration of both languages (Spanish and English) during the instructional day will aim for bilingualism or the ability to speak fluently in two languages; bi-literacy or the ability to read and write in two languages; readiness for a college readiness program in middle/high school, competitive academic achievement; and cross-cultural competence. Students at RCECS will be able to develop and maintain their primary language as a second language is added, consequently having the ability to read, write, and speak fluently using an academic vocabulary in two languages. The curriculum will reinforce literacy development and will be language-rich in both English and Spanish. In the elementary school, the academic courses we will offer are Comprehensive Language Arts and

Reading, Math, Science, Social Studies, Spanish, Computer Literacy, Art, Music, Physical Education and Health. Students will take part in cooperative learning activities in order to provide opportunities to rehearse learned skills with their peers. Teachers will be encouraged to incorporate best practices, develop their knowledge and strategies with regard to bilingualism and biliteracy, make instruction relevant through the use of technology in the classroom, teach employability skills, engage parents, and participate in professional development conducive to effective education in the areas of dual language instruction and cultural awareness. Comprehensive Professional Staff Development will be offered with coaching and observation by The Success for All Foundation, Margarita Calderon and Associates, and John Hopkins University. **The curriculum we have selected for reading instruction is “Success for All Program;”** however, literacy development will be practiced across the curriculum. Success For All is a comprehensive, research-based national best practice in reading program, which has great evidence of success with ELL, Hispanic, African American, and Title I students , which is the population we will be serving. This program also has a bilingual component that will help to strengthen the dual language component of our charter school. Robert Slavin and colleagues reported that SFA reading programs provide extensive professional development on instructional strategies which promote student participation, strengthen phonics competence, and explicitly teach comprehension strategies and is the best bet for improving reading achievement. The U.S. Department of Education also gave SFA the highest awarded for research quality and outcomes. **For math instruction, we will utilize Saxon,** which is a hands-on program and teaching method for incremental learning of mathematics. The program involves teaching a new mathematical concept every day and constantly reviewing old concepts. This program also uses the spiral technique, which is very effective for the population we will be serving, and includes a bilingual component. **In science, we will use the “FOSS” or “Full Option**

Science System,” which is a nationally field tested, research-based science curriculum. The program is an inquiry-based, hands-on, collaborative learning approach to teaching science, so students learn science by doing science. It is content-rich and all materials are provided in both English and Spanish. **In Social Studies, we will use “Scott Foresman,”** which includes all the components that the National Council of Social Studies(NCSS) requires of an effective program. All units focus on citizenship and the characteristics of good citizenship. The scope and sequence of the curriculum include history, geography, economics, government, culture, research skills, reading and writing skills. The units are online and include online activities in English and Spanish.

Reading: Success For All- will be used in grades K-5. There are three comprehensive, research-based reading curricula: Kinder Corner for kindergarten, Reading Roots for 1st grade and Reading Wings for 2nd through 5th grade. These programs are supported by Solutions Program, Getting Along Together, and ongoing professional development support. Cooperative learning is embedded throughout the program. At all levels, students are required to read books of their own choice for twenty minutes at home each evening. Quarterly progress checks are used to regroup students for instruction across grade lines, so that each reading class contains students of different ages who are all reading at the same level. Assessment data is used to design appropriate interventions, guide instruction, and move students into higher reading levels. 4-Sight testing is used, a predictive, state-aligned, and diagnostic assessment tool. There will be a facilitator who works with teachers as an on-site coach to help implement the reading program, manage the quarterly assessments, assist the Solutions Team, make sure that all staff are communicating with each other, and help the staff as a whole to make certain that every child is making adequate progress.

Math: Saxon- In this program, practice of a math concept is continual and distributed across each

grade level. It is cumulative and stresses retention. After every 5 lessons, there is a cumulative assessment. It is a deductive and linear program. It is instructor-heavy where it follows the direct instruction model and script. Lessons are guided and tie in real-life math. 85% of the program is hands-on and uses manipulatives. It also includes test-taking strategies and practice for standardized tests. The program is in English and Spanish. The English Learners Handbook contains glossary of math terms in 9 languages, explains English learners techniques, discusses math instruction in other countries, and surveys cultures worldwide. Differentiated instruction is embedded in the program to meet the needs of all the students. An online student activity center is provided for enrichment and extension activities.

Science: FOSS (Full Option Science System- FOSS is a research-based science curriculum for grades K-8 which was developed through a collaboration with scientists, educational researchers, curriculum developers, assessment specialists, teachers, administrators, community members, and parents. It is nationally field-tested and classroom-tested. It is an inquiry-based, hands-on, collaborative learning science program. Students learn science by doing science. It is content-rich and all materials are in English and Spanish. Students learn important scientific concepts, and develop the ability to think critically by actively constructing ideas through their own inquiries, investigations, and analyses. The modules are organized under the strands of Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. It integrates reading, writing, and mathematics through readings, science journals, student projects, investigations, and experiments.

Social Studies: Scott Foresman Social Studies 1-5- According to the NCSS, an effective program includes: a.) Culture; b.) Time, Continuity and Change; c.) People, Places, Environment; d.) Individual Development and Identity; e.) Individuals, Groups, and Institutions; f.) Power,

Authority, and Governance; g.) Production, Distribution and consumption; h.) Science, Technology and Society; i.) Global Connections; and j) Civic Ideals and Practices. This program includes all the components that the NCSS requires of an effective program. All units focus on citizenship and the characteristics of good citizenship: respect, caring, responsibility, fairness, courage, and honesty. The scope and sequence includes history, geography, economics, government, citizenship, culture, research skills, reading skills, speaking and listening, and writing skills. All units are online and include many interactive online activities in English and Spanish. It has built-in reading and vocabulary instruction with essential questions. With all the units come leveled readers, hands-on activities, and videos.

Spanish: Nuevo Siglo de Español- The Santillana Language Arts Series: Nuevo Siglo de Español will be used in grades K-5. In this Language Arts Series, all the components of the curriculum are linked. Listening, speaking, reading, and writing are viewed as interrelated processes. These are the premises that support the Spanish (Spanish for Spanish Speakers) Curriculum: a.) Students are actively involved in the learning process, and progress is based on demonstrated achievement, b.) Students are exposed to the richness of the Spanish language and Hispanic cultures to foster and enhance a sense of self-identify and self-esteem, c.) An awareness of the contributions of Hispanic culture to world literature and relevant writing activities. d.) Oral language development plays a crucial role in Nuevo Siglo de Español. A variety of activities such as informal class discussions, brainstorming, sessions, poetry readings, formal speeches, and debates, etc., are provided to improve oral communication and comprehension,

Computer Curriculum Overview- Roberto Clemente Elementary Charter School is committed to working with our community and resources to prepare students for the future. In our elementary school, we are proposing to offer 50 minutes of technology a week in kindergarten, 90 minutes in

first grade and second Grade and 100 minutes for third, fourth, and fifth grade. In addition, we are planning to integrate technology into classroom instruction. It is proposed that technology integration occurs across the curriculum. In particular, it will support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. We expect technology integration as part of our instructional routine and technology will support our curriculum goals. We believe that technology will enhance our project learning activities. Students will learn computer applications such as Microsoft Paint, Microsoft Word, internet and internet safety, Microsoft Power Point, Microsoft Excel, Smart Boards and Promethium Boards in classrooms and fully equipped technology labs.

Art- The Elementary Art Curriculum incorporates the Success for All philosophy and methodology of unit themes with focus. The Art Learning Lab format incorporates a multi-disciplinary approach to the study of all content areas through creative activities. The RCECS's art curriculum will integrate Gardner's Multiple Intelligences into the academic curriculum to enhance learning through a variety of modalities. All art projects will be based on age appropriate knowledge and skills.

The Kindergarten through 5th grade art curriculum's goals is to educate the student in all the academic disciplines by understanding the artistic heritage of past and present cultures. The art projects are designed to encourage a student's positive attitudes, enhance self-esteem, and develop values and characteristic traits that encourage compassion and empathy for diversity.

Music Curriculum-The purpose of this curriculum is to expose the student to musical styles, vocal and instrumental music, music terms, standard musical notation, World Music, American Music, and music's relation to other subjects like mathematics, reading, social studies, and science (upon teacher's discretion). All classes must be interdisciplinary across the curriculum in order for

students to grasp a full understanding of international music with real life events. These courses are outlined according to Pennsylvania and National Standards for Music and Performing Arts. The curriculum in the elementary school will be revised, if necessary and updated based on academic results and direct observation of student development and needs. We will provide individualized, interactive, that matches the needs of each student. We believe in the holistic approach to teaching and learning and we will dedicate the homeroom time, or 30 minutes, to character development/life skills, service learning activities, and advisories in which we have integrated prevention programs, classroom meetings, college activities, and other activities. We have developed a tentative schedule for those activities. An important goal of these activities is the development of student character and a school culture that reflects the values of the school. RCECS believes that the school culture has a direct impact on social, emotional, and academic outcomes. For that reason, we will promote a culture where all students and staff feel safe and committed to working toward a better school. A safe environment is a key element in this endeavor. The set of core beliefs that will guide our school will be strongly supported by the school's culture and sense of security. RCECS will adopt policies and procedures that specifically address all known possible disciplinary and classroom management incidents. A detailed code of conduct was developed to protect instructional time and assist teachers in their classrooms. We will also implement prevention, intervention and post-intervention programs through student services, counseling, health programs, and other partnerships with non-profit organizations such as Hispanic American Organization, colleges and universities, local hospitals, Carbon Lehigh Intermediate Unit #21, private institutions, and others.

Curriculum mapping -We developed a curriculum mapping from K-5 because mapping addresses some of the most difficult questions we have as a school team such as “Who is doing what? How

does our work align with our goals? Are we operating effectively and efficiently?” Curriculum mapping is an invaluable tool and will help RCECS staff in identifying gaps, redundancies, and misalignments in the curriculum and instructional program. Curriculum mapping will foster dialogue among teachers about their work. Our K-5 curriculum mapping: a.) Connect our mission and vision to the curriculum and instruction from K-5- “College: It’s is What We Do”, b.) Produce RCECS K-5 alignment of instruction to the content standards and benchmarks in all content areas, plus increased accountability for instruction- We will be surveying what we are covering and where there might be gaps in our scope and sequence, c.) Make all teachers aware of what other teachers in the department, team, or grade level are teaching, d.) Be a vehicle of integration of skills, such as reading across the subject areas, e.) Build leadership, f.) Develop a school-wide map that is accessible to everybody- Once the map is completed, it will provide a clear picture of what we will be teaching, g.) Have access to data from K-5 about instruction (areas of strengths and needs), assessment and student learning, h.) Develop some consistency in classroom routines, definitions such as essential questions, big ideas, content standards, skills, curriculum design, i.) Develop consistency in instruction and assessment and encourages collaboration within and across departments. The faculty will: a.) comply with the Pennsylvania Academic Standards and the PA core standards consistently in the classroom; b.) will use individualized and differentiated instruction; c.) will make instruction relevant to students; d.) will be consistent in the use of instructional routine in the white board for daily lesson plans; e.) will prepare a literacy plan that will be used by all faculty; f.) will emphasize reading and writing for learning across the curriculum. Example: Use journals across the curriculum, Seven Steps for Vocabulary Development, reciprocal teaching, cooperative learning, student read aloud or shared reading, partner read with retell to student, literacy circles, Frayer model, graphic organizers, word walls,

KWL Charts, Writing to learn strategies, scaffolding, print rich environment, double entry-journals; g.) will use research-based teaching strategies. Example: Use critical thinking and project- based learning in the classroom and strategies that are conducive to intellectual discussion; h.) will help students meet elevated expectations; i.) will encourage student-teacher contact in school and after- school as well as offer conscientious advice; j.) will encourage collaboration and active learning by fully involving students in the learning experience; k.) will provide students early, prompt, and frequent feedback and develop appropriate assessment strategies; l.) will emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.

We will develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability. We will include special differentiated instruction strategies including modification of educational material and programs for special education students and the ELL population.

In addition, we will be using a comprehensive approach to data driven decision making, where data is reviewed by a team of teachers and administrators and programmatic plans and/or changes are implemented based upon the data. This framework uses a collaborative and reflective approach. The school improvement process will be cyclical and continuous. We are planning to ask members of RCECS during the induction program to develop a team that explore and reflect about improving student achievement. Data will come from a variety of sources such as periodic benchmark tests, standardized tests, classroom tests and teacher observations. For that reason, we are allocating time for teachers to meet, discuss, reflect upon data and make inform instructional decisions. We have incorporated time through a combination of creative scheduling (e.g.) having all first grade teachers share student data while student

attend specials such as art, physical education).

We will also implement effective educational practices grounded in scientifically based research that works with our student population. We realize the importance of placing highly qualified teachers in the classroom, for that reason we have develop a plan to hire teachers who meet the federal highly qualified requirement and conduct professional development based on scientifically based research that correlates with increases in student achievement. We understand the importance of providing professional development to integrate technology into the elementary instruction and writing a technology plan and goals aligned with state standards to improve academic achievement.

The curriculum in the elementary school will be reviewed as necessary, and updated, based on academic results and direct observation of student development and needs. We will provide individualized, interactive active learning that matches the needs of each student. The consistent focus of the school will be on results. Instruction and student achievement will be the number one topic of conversation within RCECS staff and the school community. The curriculum will reinforce literacy development and will be language-rich in both English and Spanish. We have developed a plan to ensure that that limited English proficient students meet the same challenging state academic standards required of all students. This program will involve a variety of skilled people working together for the student's best interests. Our content teachers in the mainstream classrooms will attend various professional development activities focusing in language acquisition and language development strategies. We will focus on building students' content knowledge while also developing their academic language proficiency. These activities, in concert with the curriculum, will help to build content knowledge that adheres to PA Core Standards.

We also believe in the holistic approach to teaching and learning. An important goal of RCECS is the development of student character and a school culture that reflects the values of the school. We recognize that the school culture has a direct impact on social, emotional, and academic outcomes. For that reason, we will promote a culture where all students and staff feel safe and committed to working toward a better school. A safe environment is a key element in this endeavor. The set of core beliefs that will guide our school will be strongly supported by the school's culture and sense of security. RCECS will adopt policies and procedures that specifically address all possible disciplinary and classroom management incidents. A detailed code of conduct was developed to protect instructional time and assist teachers in their classrooms.

We are also planning to implement prevention, intervention and post-intervention programs because we understand that these services are imperative to students' academic success.

We also believe that we need the commitment and involvement of parents and for that purpose we will offer an adult education program with ESL, GED, Basic Computer and a program for Committed Parents or Padres Comprometidos to engage parents in understanding the public school system and the importance of higher education, becoming knowledgeable of academic standards, testing requirements, promoting healthy strategies and habits, and recognizing the developmental, social, and academic milestones of these age group. This program reinforces how these skills are crucial to attaining the ultimate goal of college enrollment and attendance.

3. The quality of the strategy for assessing achievement of the charter school- A variety of self-assessments and evaluation methods, listed below, will be used to measure achievement of

the charter school objectives, including student achievement. In our plan, we must use data to provide insight and focus to assess student achievement and make necessary changes to meet the achievement goals. We believe in systematically study student assessment data, relate the data to their instruction, and work with others to refine their teaching practices. We plan to implement a reflective dialogue, consistency in instructional practices, and collaborative efforts to enhance shared understandings and strengthen relationships within a school. We are planning to follow Edward Deming plan-do-study-act cycle. We will make data part of an ongoing cycle of instructional improvement and establish a clear vision for school data use. The framework we will use is comprehensive and includes a data system that incorporates data from sources such as benchmark tests, classrooms tests, teacher observations and standardized test. We will have a data team in the school to encourage the use and interpretation of data and collaborative discussion sessions among teachers in relation to data use and student achievement and we will instruct the students about how to examine their own achievement data and to set and monitor educational goals. We have incorporated time through a combination of creative scheduling to analyze student data. Data patterns will reveal strengths and weaknesses in the system and provide excellent direction to the team. Through collaborative reflection, we will study the feedback offered by the data and begin to understand when to keep doing what we are doing and when to make changes. Data-driven- decision-making will direct decisions on what staff development program are needed. The budget allocation will be based on data, informed needs and our goals will be based on data about problems and possible explanations. Goal setting will be develop by consensus, will have clearly stated goals, will be data based, and will be few and measurable. At the close of a school year and in preparation for another year's data analysis, the team should be prepared to evaluate the success of its improvement efforts. To develop an

evaluation plan, we will hire an evaluator to lay out the measures that will be used to examine how successful each strategy was. The evaluation criteria may consist of test scores, attendance counts, records of meetings held and actions accomplished, observations, survey tabulations and evaluation data about staff development and strategies used. Straightforward collection of the assessment or other specified data is necessary to evaluate whether the goals were met. In addition, self assessments will be used to help the Board of Trustees and Administrators to make necessary changes in policies and procedures, curriculum and instruction, extended learning opportunities, staff development, climate, safety and security issues to preserve the quality of education, mission, and goals of the school. The school will use effective school research surveys (See attachment B-Effective School research)to assess the realities of the school in a comprehensive manner including teacher quality and student achievement. We will be evaluating the seven conditions that enable schools to be effective. They are the vision for learning; instructional leadership and decision making; safety and orderly schools; expectations for student learning; opportunity to learn; monitoring of student process; school community profile; family and school communication and involvement. These correlates or conditions are the only set of research-based characteristics of a school's climate associated with improved student learning. They are identified constructs with which to analyze schools in order to facilitate the school as a whole to improve. Teachers will also be evaluated considering a comprehensive process that helps them improve their classroom performance and instruction and, ultimately, the learning of RCECS's students. Staff development needs will be identified in formal and informal evaluations of all staff based on Charlotte Danielson's teaching framework. Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that ensure teacher quality and also promote professional learning.

Danielson’s Framework will be used as a basis for encouraging “structured dialogue about teaching and learning.” Danielson’s Framework forms are the basis of the Pennsylvania Department of Education teacher evaluation forms 426, 427 and 428. Teacher evaluations, coaching, peer mentoring, and teacher reflections on student data, progress reports and student grades will be used to assess students’ needs.

4). 1-The Extent for Community Support for the Application

RCECS was officially chartered in November 12, 2013. We received great community support during the application and appeal process. The future RCECS enjoys partnerships with several founders and organizations such as The Hispanic American Organization, PP&L, The National Council of La Raza, Kutztown University, Lehigh University, Lehigh Carbon Community College, Northampton Community College, and others which are in support of our present programs and are willing to continue their support to the elementary school. This support includes the areas of curriculum development, professional development, student support, and before and after school activities. The community churches and community organizations were involved in the distribution of posters and brochures with information about the mission, vision, and objectives of RCECS. They were also assisting RCECS in the enrollment of more than four hundred applications in our community meetings. We also developed a mission and ***Ongoing activities-*** Primary communication and involvement goals included updating the community on the status of the charter school application, obtaining ongoing feedback on the process, obtaining additional information as needed or available from the community.

Involved parents and children in two public hearings regarding the application of Roberto Clemente Elementary Charter School- During this stage we went through a formal process defending the elementary application and the community had a chance to make comments and

support the RCECS application. In the first hearing on December 6, 2010, the board secretary counted 145 individuals supporting the Charter School. In February 10, 2011, the hearing was with the Education Committee and we had about four hundred community members supporting the approval of the charter school. In both hearings, the stories were published in The Morning Call, and we were on the local news on Channel 69.

Denial of the Charter and Appeal Process- On February 24, 2011, the local school board denied the approval of the charter school for budgetary reasons. On March, we started an appeal process and collected more than a 1,000 signatures from the community. We went to community entities to collect signatures and our goal is to appeal to the Pennsylvania Department of Education.

Communication of final results and follow-up activities- Once we complete the Appeal process and the charter was approved in November 19 of 2013, we publicized the opening of the charter through local newspapers, public service announcements on radio and TV, posters, pamphlets, to be sure the community was well informed on the Charter Approval. We are collecting new enrollment applications and communicating admission procedures and we have about 450 applications. We are planning orientation meetings with parents and students.

4). 2-The extent to which the proposed project encourages parental involvement

As described in question 4, RCECS committees' has utilized several tools to obtain feedback, information, impressions, and general consensus from students, staff, parents and the community about the development of the charter school application. In the process we have: a.) organized meetings with parents, students, and other community members to involved the community in the program development; b.) Updated the parents on the application status; c.) Involved parents and children in two public hearings regarding the application of Roberto Clemente Elementary Charter School; d.) Involved the community in the appeal process; e.) Involved the media in the

communication strategy; and f.) Let the community know RCECS was approved. G).Involved the churches and community organizations in the recruitment of the students.

During the implementation phase, we need the active participation of the student's family in encouraging learning, expressing high expectations for their child's achievement and future career, and becoming meaningfully involved in their child's education at school. To ensure the educational success of our students, the involvement and support of the parent(s)/guardian(s) or a designated surrogate are very much needed. The RCECS Board policies will encourage parents as volunteers to participate in school-related activities, including those pertaining to curriculum and instruction. The Principal will work with the Home and School Association. In RCECS structure, parents will be partners in the learning process. In the initial enrollment meeting, they will work with the school to set goals, objectives, and learn about importance of student assessments for their child. The parent and student will sign an academic contract and parents and students will agree on their responsibilities. Parents will be notified of the resolution of any conflicts and will be involved in the Shared Decision making Committee. Without parental involvement and support, success will be difficult to achieve.

In addition, to accomplish RCECS goals and objectives, parents will be required to demonstrate consistent personal involvement in support of the school's mission by: a) Signing a commitment of active participation in the school's academic and nonacademic endeavors; b). Helping to develop academic goals for their children; c). Participating as volunteers in those activities organized by the school staff; d). Mentoring students in their homework and other academic tasks; e). Assisting with preparation for tests; f).Participation in the school beautification projects; g). Checking students' work and ensuring that children complete all assignments neatly and on time; h). Providing space and time for study at home; i). The extent of their cooperation

with the school staff, HASA, the student council; and their attendance at school meetings and conferences; and their promptness in responding to school communications. They will be encouraged to visit the school frequently and to offer recommendations for improvement. In addition, RCECS will work with the National Council of La Raza (NCLR) to help families increase their knowledge of the school system and strengthen their ability to advocate for quality education that will result in school readiness, high school graduation, and college success. As part of the parental involvement plan, we will offer and implement the NCLR's *Padres Comprometidos* (PC) program during the school year. The PC program is a nine session program in which parents learn about the academic and social progress of their child by: a) understanding how the school system functions; b) discussing how to work effectively with the school and leverage resources; c) reflecting about their attitudes about their child's education; d) promoting better learning conditions at home and at school; and e) becoming an advocate for the long-term academic success of their child. This program is anchored in the philosophy that all parents love their children, want the best for them, and are able to be active partners with schools to improve the learning process. It is also based on the belief that schools can provide parents with valuable information about ways to help their children learn, and that parents and teachers alike need to work in concert to ensure the educational success of every child.

An additional component of this program emphasizes the importance of parents promoting their children's interest in science, technology, engineering, and math (STEM) education and careers and consists of additional curriculum modules and training to the standard program that build parents' understanding of the benefits of math and science. Advisory Committees will assist the school to be accountable to the No Child Left Behind section requirements regarding information and activities involving parents and guardians.

The following accountability measures will be followed: a.) Written monthly reports to each student's parent/guardian about their grades; b.) Student-parent- teacher conferences to set goals and direction; c.) Student performance- grades-attendance- discipline records and goals; d.) Regular progress meetings and reports between the teachers and parents or guardians; e.) Home visits and f.) Adult Education Training/ Parent Education Training. In addition, No Child Left Behind holds schools accountable for results. RCECS will be responsible for making sure children in the school are learning. The charter school will comply with the following requirements: a). Will notify parents of the school report card and AYP status; b) Will notify parents of their right to transfer their children to a public school of their choice; c). Will provide extra help with learning; d). Will develop policies and procedures for parental involvement; e). Will participate in the Pennsylvania State System of Assessment to measure knowledge in reading, writing, math and science; f). Will use scientifically based research; g). Will hire high qualified teachers and will have quality teaching.

5). Quality of project personnel

Due to the fact that 65% of the population in Allentown are Latinos and that our goal is to develop an exciting elementary early college model with an effective dual language program in a bilingual immersion setting, we anticipate hiring as many bilingual faculty and administrators as possible. This will be conducted in a fair and equitable manner, using only legally valid job-related criteria and standards, including but not limited to experience, training, education, skills, and potential for successful performance.

The RCECS will be an "Equal Opportunity Employer," and is fully committed to the principle of nondiscrimination in all employment-related practices and decisions, including, but not limited to, recruitment, hiring, supervision, promotion, compensation, benefits, termination,

and all other practices and decisions affecting RCECS employment status, rights, and privileges. Executive, administrative and academic personnel exercising employee management responsibilities are required to take vigorous and appropriate action to assure that all employment-related practices and decisions are made without discrimination, harassment, or prejudicial treatment because of race/ ethnicity, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, and disability status.

The following are the qualifications and experience of our key project personnel. They all are part of the leadership team of Roberto Clemente Charter School in Allentown, PA. This is a quality school with high credibility in the community because of the many accomplishments in areas such as student achievement, graduation rates, college entrance, attendance and others. The school has Made AYP for many consecutive years and is consider a model school for other urban charter schools working with Latino students. This team has been involved in the new RCECS school design, needs assessment, administration, finance plans and facility plans. They will be the key personnel for the planning implementation of the project and opening of school. The majority of the key personnel are Latinos, bilingual and bi-literate with many years of experience in charter school development and implementation. In addition, key personnel have extensive experience in working with Latino children, youth and families.

Lupe Pearce- Mrs. Pearce is one of the founders of RCECS. She is responsible for the Renovation of the RCECS Building-Mrs. Pearce is the Founder and CEO/President of the Hispanic American Organization and she received her B. S. in Education from the Universidad del Norte, in Chile. 1 Her professional background includes: Founding the Hispanic American Organization in 1976, the Hispanic American Development Corporation, the Roberto Clemente Charter School, and recently “Life Guidance,” a partial hospitalization clinic for low income Hispanic women in

Bethlehem. She has taught in Chicago and locally at the Moravian School in Bethlehem. Roberto Clemente Charter School was the first charter school approved in the Lehigh Valley in 2000. She was and is the driving force behind the Hispanic American Organization and RCCS's inception and subsequent success. The Hispanic American Organization is well known for offering extensive services to the community in helping clients with food stamp awareness, job skills, job readiness, and finding & keeping jobs; housing counseling; evening school classes in GED, ESL & computers; day care centers; a mental health clinic; and information and referral services.

Dr. Maritza Robert Lopez-RCECS Project Director - Dr. Robert has a Master Degree in Educational Psychology from New York University and a Ph.D. in Curriculum and Instruction from Penn State. She is originally from San Juan, Puerto Rico where she completed a B.A. in Sociology. She came to the mainland in the late seventies and has served different sectors during her thirty years of experience working as a public administrator in Pennsylvania. She has worked with federal, state and local programs such as Title 1, Title III, 21st Century Community Learning Centers, Safe Schools, Student Assistance programs and in others. She has work in all aspects of schooling, education reform, charter school movement, curriculum development, community advocacy, outreach and relations, community and student services, grant writing, policy development and legislation, Latino and minority affairs, prevention and intervention programs, staff development, as well as labor and industry issues. For the last eleven years, she has been the CEO/Principal of La Academia Charter School from 2003-2007 and from 2007-2012 for the Roberto Clemente Charter School. She has planned, written and implemented charter school applications, curriculum mapping, school reports, staff development, fiscal management, parental and community involvement, supervise personnel and work closely with school board members and school districts.

Jose Molina-Director of I.T. for RCECS - Mr Molina graduated with a B.S. in Computer Science from Kutztown University, PA. His major is in Computer Science with a Software Engineering track. For the last thirteen years Mr. Molina has taken the leadership role of developing the technology infrastructure of RCCS and implementing the IT plan for instructional use of computers. He maintains the server side infrastructure, databases, file storage and user account management across the multiple information systems of the school. He assisted RCCS in the development and implementation plans for the acquisition and maintenance of hardware and software systems. He prepares presentations related to IT policies and procedures, data management such as progress reports, grades, transcripts, attendance reports, IT plans and others. He assists in developing and implementing a school procedure for the evaluation of software, hardware, and courseware, and for the sharing of the results of such evaluation.

Chuck Boger- Director of Fiscal Services for RCECS- Mr. Boger graduated from the Allentown Business School with a business degree and a major in accounting. He has been the fiscal director of RCCS for the last ten years. He supervises the accounting and related financial services; monitors budget expenditures; prepares the charter t budget and financial reports; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team. Analyzes a variety of financial information (e.g. budget variances, cost projections, general ledger accounts, payroll, etc.) for the purpose of providing direction and support, making recommendations, maximizing use of funds, and/or ensuring overall operations are within budget.

They are other professional involved in the opening of the school. Please see attachment C-List of founders and board members.

6.) Quality of the Management Plan

Dr. Maritza Robert Project Director 2014-2015	Planning	In progress	Completed
Direct, Coordinate Project Activities			
Coordinate meetings with board members, founders, school district and key personnel		X	
Development of enrollment forms			X
Development of brochures, and marketing materials			X
Development of college and community partners		X	
Develop school calendar			X
Recruitment and marketing of students			X
Enrollment Process including letters to parents		X	
Development of lottery policies and conducting the lottery			X
Recruitment and selection of staff, contact references and coordinate with the fiscal director		X	
Developing contract for students uniforms-selection of company			X
Development of grading system			X
Development of Student and Parent Handbook			X
Coordinate initial meetings with parents to discuss school policies and procedures		X	
Purchasing of furniture, Books for schools, library, and supplies		X	
Coordinating student transportation and <u>food services</u>		X	
Coordinating the work of curriculum mapping		X	
Organizing professional development and induction program		X	
Contact college partners to develop a plan for structure activities		X	
Finalize the school schedule-Get ready for the opening of the school-benchmark testing selection		X	

Above is the management plan for the program director for 2014-2015. The majority of responsibilities are out of the planning state and in progress or completed. Similar tables with explicit responsibilities are drafted for each program year for the project director, IT administrator, and fiscal director. (See Attachment D- Management Plan)

7). Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency?

The grant of the Charter was approved by vote of the PA State Charter School Appeal Board on July 30, 2013. It was a long and difficult process. RCECS submitted its application for a charter to ASD on November 15, 2010. A public ASD board hearing on this charter application was held

on December 6, 2010. On February 10, 2011, the Educational Committee of the ASD Board, which is a committee of the board, held a meeting to discuss whether or not a motion for approval of the RCECS charter application should be submitted to the ASD board. The motion to submit the RCECS charter application for approval carried. On February 24, 2011, the ASD board considered the adoption of the educational committee motion to approve the RCECS charter application. The motion for adoption of the education committee recommendation for approval of the RCECS charter application failed by a 4-5 vote of the ASD board. An ASD board member, stated that she changed her vote from her educational committee meeting vote because ASD was in the process of a curriculum overhaul it was not the appropriate time, from a financial prospective, to approve a new charter school. Thereafter, four ASD board members spoke at length in support of approval of the RCECS charter application because it did contain the requisite innovation and was widely supported by the community and the fifth board member voted against the Charter. ASD thereafter sent RCECS a written denial of its charter application.

Upon consideration of the ASD change in position from the educational committee meeting to its board meeting, the discussions at these meetings, and review of the RCECS charter application and the ASD written reasons for denial, RCECS founders determined that re-submission of its charter application would not be a fruitful endeavor. RCECS felt strongly that its charter application should have been approved as originally submitted. The innovation and expanded educational opportunities encompassed in its charter application were readily apparent with its dual language, and a college preparation program for its elementary school. Since RCECS founders felt so strongly about its charter application and since it was not confident that a resubmitted application would be evaluated by ASD based on its merits, RCECS elected to appeal the ASD charter denial decision rather than resubmit an application to the ASD Board. RCECS collected the requisite

signatures to support its appeal of the denial of a charter and filed a signature Petition appeal with the Lehigh County Court of Common Pleas on March 14, 2011. On February 16, 2012, the Lehigh County Court of Common Pleas entered an Order finding the RCECS signature petition sufficient. RCECS filed an appeal with the Charter Appeal Board (CAB) on April 18, 2012. ASD filed an appeal of the Lehigh County Court of Common Pleas February 16, 2012 Order finding the RCECS signature petition sufficient to the Commonwealth Court. Finally, the grant of the Charter was approved as original written by vote of the State Charter School Appeal Board on July 30, 2013, and by way of the State Charter School findings, conclusions, and decision issued on August 12, 2013. The Charter state that the Board of Trustees shall operate the charter school in accordance with the provisions of the Charter School Law, and any applicable amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools. The Charter makes RCECS accountable for student achievement and to produce positive academic results as well as to adhere to the charter contract. This is according to the PA Charter School Law. The granting of the charter is specifically contingent upon operation of the charter school in conformity with the terms of application submitted by the RCECS Board of Trustees to the Board of School Directors of ASD on November 12, 2014. The Charter may be renewed for additional periods of five years duration, and upon any such renewal, a new charter shall be executed between the ASD Board of School Directors and the RCECS Board of Trustees. (See attachment E- Charter Contract)

8). The degree of flexibility afforded by the State Education Agency and if, applicable, the Local Education Agency to the charter school- There are two principles that guide charter schools in PA. First is that they can operate as autonomous public schools, through waivers from many of the procedural requirements of district public schools. These waivers do not mean a

school is exempt from the same educational standards set by the State. Autonomy can be critically important for creating a school culture that maximizes student motivation by emphasizing high expectations, academic rigor, discipline, and relationships with caring adults. Affirming students, particularly minority students in urban school districts, whose school performance is affected by social issues, may require the autonomy to create a carefully balanced school culture to meet students' needs in each unique context. Principals and teachers in PA Charter Schools have more control and flexibility about work rules and school duties than the school districts. The second is that charter schools in PA are accountable for student achievement. The rules and structure of charter schools depend on state authorizing legislation and differ from state to state. In PA, a charter school is authorized to function once it has received a charter, a statutorily defined performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are chartered is 5 years then the charter goes to an evaluation process to renew the charter. Charter schools are held accountable to their sponsor or authorizer a local school board, to produce positive academic and adhere to the charter contract.

Application Requirements

(a). Describe the educational program to be implemented by the proposed charter school.

RCECS will be a K-5 elementary school with the capacity to enroll 320 students. The school will be student-centered and will incorporate a rigorous and engaging curriculum aligned with the Pennsylvania State Standards, Standards Aligned System, and the Common Core Standards.

Students will range from five to 10-years old. We will have a comprehensive approach to teaching and learning and will place emphasis on all areas of schooling, including policies and procedures, curriculum and instruction, instructional strategies, staff development, before- and after-school

programs, ESL programs, special education programs, prevention, intervention and post-intervention programs, security, quality of teaching, parental involvement, and adult education. Instruction will occur 180 days or 900 hours per school year. We are planning to develop a college readiness culture in the elementary years. The school will promote a culture of universal achievement that involves all stakeholders. This will be achieved by partnering with colleges and universities, using a curriculum that is college ready, and creating a college-oriented atmosphere with college symbols in each classroom, hall, and office.

In addition, the school will focus on a dual language program featuring instruction in English and Spanish. Students will be grouped for instruction by language proficiency for targeted purposes, and instruction will focus on one language at a time with the support of bilingual teachers and other resources to facilitate learning. Students will take part in cooperative learning activities in order to provide opportunities to rehearse learned skills with their peers. Teachers will be encouraged to incorporate best practices, develop their knowledge and strategies with regard to bilingualism and biliteracy, make instruction relevant through the use of technology in the classroom, teach employability skills, engage parents, and participate in professional development conducive to effective education in the areas of dual language instruction and cultural awareness. Comprehensive Professional Staff Development will be offered with coaching and observation by The Success for All Foundation, Margarita Calderon and Associates, and John Hopkins University. The curriculum we have selected for reading instruction is “Success for All Program;” however, literacy development will be practiced across the curriculum. Success For All is a comprehensive, research-based national best practice in reading program, which has great evidence of success with ELL, Hispanic, African American, and Title I students , which is the population we will be serving. This program also has a bilingual component that will help to strengthen the dual language

component of our charter school. Robert Slavin and colleagues reported that SFA reading programs provide extensive professional development on instructional strategies which promote student participation, strengthen phonics competence, and explicitly teach comprehension strategies and is the best bet for improving reading achievement. The U.S. Department of Education also gave SFA the highest awarded for research quality and outcomes. For math instruction, we will be using Saxon, which is a hands-on program and teaching method for incremental learning of mathematics. The program involves teaching a new mathematical concept every day and constantly reviewing old concepts. This program also uses the spiral technique, which is very effective for the population we will be serving, and includes a bilingual component. In science, we will use the “FOSS” or “Full Option Science System,” which is a nationally field tested, research-based science curriculum. The program is an inquiry-based, hands-on, collaborative learning approach to teaching science, so students learn science by doing science. It is content-rich and all materials are provided in both English and Spanish. In Social Studies, we will use “Scott Foresman,” which includes all the components that the NCSS requires of an effective program. All units focus on citizenship and the characteristics of good citizenship. The scope and sequence of the curriculum include history, geography, economics, government, culture, research skills, reading and writing skills. The units are online and include interactive online activities in both English and Spanish. In addition to these core content classes, we will also offer courses in Spanish, Computer Literacy, Art, Music, Physical Education and Health. We will implement a holistic approach to teaching and learning, and we will place emphasis on the development of character, service learning activities, advisories, and classroom meetings. RCECS believes that the school culture has a direct impact on social, emotional, and academic outcomes. For that reason, we will promote a culture where all students and staff feel safe and committed to

working toward a better school. A safe environment is a key element in this endeavor. The set of core beliefs that will guide our school will be strongly supported by the school's culture and sense of security. RCECS will adopt policies and procedures that address all known possible disciplinary and classroom management incidents.

We will also implement prevention, intervention, and post-intervention programs through student services, counseling, health programs, and other partnerships with non-profit organizations such as HAO, colleges and universities, hospitals, Carbon Lehigh Instructional Unit#21, private institutions and others.

Through multi-disciplinary projects, or project based learning, students will acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online. Students will work with the internet, Power Point, Smart Boards, and Promethium Boards in classrooms and fully equipped technology labs.

ELL instruction and special education services will be provided. We are purchasing resources and curriculum materials that modify the curriculum described above and will provide support to special education and ESL students. Specific policies and procedures were developed to comply with special education laws and the Title III federal law. In the first year of operation, we will apply to different federal grants and foundations to provide before- and after-school academic enrichment programs and activities.

(b) Describe How the Charter School will be Managed? RCECS will adopt a democratic process of self-government, which is based on the principle that teachers, students, parents, and the community have a say and embrace RCECS as a personal investment in the development of their own respective futures. In order to create a learning organization that encourages participation in the resolution of both academic and

non-academic issues, we will incorporate a system that includes periodic checks and balances, while also allowing for creativity, assessment of mistakes, and modification of plans (See Attachment F- RCECS Organizational Chart).

RCECS will be managed as follows: 1.) Creation of a Board of Trustees; 2.) All those involved in school operations will be considered stakeholders; 3.) Meetings of the Board of Trustees will be open to the public; 4.) The Board of Trustees will have the authority to decide matters related to the operation of the school, including, but not limited to, fiscal management, curriculum planning and development, and operation and maintenance procedures; 5.) The Board of Trustees will have the authority to hire, discharge, and contract with necessary professional and nonprofessional employees; 6.) the Board of Trustees will establish several working committees that will meet as needed, including an Executive Committee; Curriculum, Instruction and Accountability Committee; Admissions Committee; Facilities Committee; Finance Committee; Nominations and Elections Committee; and Personnel Committee; 7.) The Board of Trustees, based on the recommendation of the Personnel Committee, will hire a Principal who will be responsible for the educational and administrative leadership of the school; 8.) The Board of Trustees, based on the recommendations of the personnel committee and the administrative team, will hire teachers and staff.

Selection of Board of Trustees- Including individuals from the community surrounding RCECS, the Board of Trustees is comprised of nine members who represent a wide spectrum of the community, i.e., parents, administrators, and representatives of businesses, educational institutions, and community organizations can participate. Roberto Clemente Charter School and the Hispanic American Organization are founders of RCECS. Roberto Clemente Charter School has designated seats on the Board. For the first three years, RCCS will designate a President and board members; afterwards, all members will be elected by the Election and Nominations Committee.

Steps to Maintain Continuity Between the Founding Group's Vision and the Board-

The Founders' close relationship with RCECS will facilitate continuity and ensure that the original vision and goals remain true through implementation and the initial operation of the school. Further, RCCS' leadership will be felt through the selection of the Board members. The board will establish one or more committees, subject to the by-laws and others committees as necessary. The committees shall have and may exercise all of the powers and authority granted by the Board. Committees may include members who are not Trustees of the Corporation. Key committees, such as the Executive Committee, Curriculum and Instruction Committee, Facilities Committee, Finance Committee, Personnel Committee, and Nominations and Elections Committee, are active during the planning of the school and as needed.

Roles and Responsibilities of the Board of Trustees-

The roles and responsibilities of the Board of Trustees are as follows: 1.) To establish and carry out the philosophy, vision, goals, and objectives of RCECS, and to ensure that the school's operation is in compliance with all applicable State and Federal laws; 2.) The Board of Trustees will have the authority to carry out decisions when approved by a majority vote of its Board Members. 3.) The Executive Committee will be comprised of the Board Chairperson, Vice-Chairperson, Secretary, and Treasurer, and will act on behalf of the Board of Trustees in emergencies.

A School-based Management Team Works With Staff To Make Many of the Decisions

Regarding School Operations and Procedures.-

Management Team: a.) Has the support to make school-level decisions, provided these are in line with legal mandates and school goals; b.) Is a professional learning community, .c.) Is broadly represented, including supportive administrators, teachers, other school staff, parents and community members, and students; d.) Communicates to constituents what school-based management is and secures their support; e.)

Receives school-sponsored training in legal requirements, school operations, and group process skills; f.) Assumes decision-making responsibility gradually, i.e., in one governance area (curriculum, instruction, budget, etc.) at a time; g.) Functions as a true decision-making body rather than merely an advisory one; h.) Involves teacher participants in decision making about their areas of expertise (curriculum and instruction); and i.) Receives recognition for the work they do.

Steps to Facilitate a Productive Relationship Between Administrators and Teachers – In order to facilitate a productive relationship between administrators and teachers, as well as other school staff, the entire staff and Board of Trustees will participate in an annual retreat that will serve to engage in self-assessment and provide feedback to the administration and Board of Trustees. This will be an opportunity for brainstorming new ideas and participating in planning future school activities. Issues that arise on a daily basis will be channeled through a staff-elected ombudsperson, who will serve as a liaison between teachers/staff and administrators.

Parental and Student Involvement in Decision Making Matters – Upon completion of the admissions process, parents and students will sign Letters of Commitment stating their willingness to participate in school operations. Parents, as stakeholders, may become members of any Board of Trustees committee, according to their interest, and fully participate in the decision-making process. Furthermore, the Board of Trustees will hold open meetings to which any parent or student may attend and express his/her views and concerns.

RCECS By-Laws- RCECS developed By-Laws which outline how the school will be administered and how its operations will be regulated. (See Attachment G-Bylaws).

Board of Trustees List – The founders group will become the members of the initial Board of Trustees. See Attachment –H List of Board Members and their resumes.

(c) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives. RCECS'

innovative approach reflects a commitment to academic excellence for all students and, to this effect, the following are its academic goals:

Academic Objectives: a.) Every school year, 100% of the elementary students at RCECS, according to their grade levels, will create and maintain a portfolio; b.) At least 85% of the students will maintain a B average, or higher, in their academic performance; c.) RCECS will have a 90% or higher promotion rate; d.) By fifth grade, 90% of the students will be able to communicate in both English and Spanish Languages with all members of the school community; e.) By the end of second grade, with direct instruction, 100% of the students will prepare a multidisciplinary project and deliver a 10-minute oral presentation in English; f.) To ensure that our attendance rate is at least 90%; g.) To ensure we maintain 95% participation in the PSSAs; h.) To provide extended learning opportunities to at least 100 students, such as before-school, after-school, Saturday school, and summer programs to assist students who need more individualized instruction; i.) To teach technology as an important component of the RCECS curriculum; and j.) To improve academic achievement and success in state assessment in reading, writing, and math in 85% of the student population.

List of non-academic objectives to promote student performance

Non-Academic Objectives- a.) Teachers and students will engage in teaching and learning beyond the traditional classroom times and schedules by implementing an after-school program on M-Wed-and Friday; b.) By the end of every school year, the Musical Ensemble, the Theater Troupe, and the Dance Ensemble will put on at least two performances that reflect students' sense of cultural/ethnic identity in the community. The art program will have three exhibitions of all the

artwork produced by the students; c.) At least 80% of the school's parents will participate in parent orientation, parent conferences, parent trainings, and family reading nights. d.) By the end of fifth grade, 100% of the students will have visited at least three local colleges or universities; e.) RCECS will conduct at least five service learning activities every year; f.) RCECS will offer at least 40 hours of personal development training per year to parents through the Padres Comprometidos, or Committed Parents, Program. In addition, RCECS will offer ESL, GED, and Computer Technology classes to parents; g.) Every school year, RCECS will lead and host at least two activities that promote the school as an agent for social change and h.) At least 50% of the parents will volunteer at the school 10 or more hours per year.

RCECS will comply with the federal No Child Left Behind (NCLB) Act of 2001 that aims to bring all students up to the proficient level on state tests, and to hold schools accountable for results. RCECS will provide every student a core curriculum that aligns to state standards and Common Core Standards and meet state "adequate yearly progress" or (AYP) goals. Although we have a good idea of the student population we are enrolling for school year 2014-15, this will be the first year the school will be in operation and will be gathering information about the strengths and needs of the student population we will be serving. We will be using a comprehensive approach to data driven decision making, where data is reviewed by a team of teachers and administrators and programmatic plans and/or changes are implemented based upon the data. This framework uses a collaborative and reflective approach. The school improvement process will be cyclical and continuous. We are planning to ask members of RCECS during the induction program to develop a team that explore and reflect about improving student achievement. Data will come from a variety of sources such as periodic benchmark tests, standardized tests, classroom tests and teacher observations. For that reason,

we are allocating time for teachers to meet, discuss, reflect upon data and make informed instructional decisions. We have incorporated time through a combination of creative scheduling (e.g.) having all first grade teachers share student data while students attend specials such as art, physical education). In addition, a variety of self-assessments and evaluation methods will be used to measure the charter school's performance against its mission and objectives. Self-assessments and surveys completed by staff, parents, students and others using our academic and non-academic objectives will be used to help the Board of Trustees and Administrators to make necessary enhancements to the programs or to review the school goals.

The school will use effective research surveys to assess the realities of the school in a broad manner. We will be evaluating the following conditions that enable schools to be effective: vision for learning; instructional leadership and decision making; safety; expectations for student learning; opportunity to learn; monitoring of student process; school community profile; family and school involvement.

(d). Describe the administrative relationship between the charter school and the authorized public chartering agency. RCECS will collaborate and provide information to the district in all the areas concerning school improvement, curriculum and instruction, professional development, parental support, state assessment scores, etc. on an annual basis. Staff and Board Members from the Allentown School District (ASD) will be invited to visit RCECS to observe classrooms and provide feedback for school improvement. ASD will have access to RCECS' Pennsylvania Department of Education required reports and other relevant information, including annual reports, professional development reports, induction programs, school improvement plans, policies and procedures, attendance records, state test results, graduation rates, and others. RCECS will have an open door policy and will be in contact with the school district to ensure compliance with all the

legal requirements, reports, contract conditions and to maintain a collaborative relationship.

(e). Describe how parents and other members of the community will be involved in the

planning, program design, and implementation of the charter school-While many members of the

community are already part of the founders group, it was decided that more input was needed to ensure that the project was addressing community needs. To that effect, focus groups were held with the following groups:

parents, students, teachers, counselors, higher education professionals, school administrators, business representatives, community-based organization administrators, foundation representatives, and government officials. Each focus group meeting presentation lasted about two hours and includes an outline of the progress to date. Participants were given the opportunity to ask questions, critique, suggest changes, or make recommendations and provided valuable feedback which was used extensively in the final draft of this proposal. Most notable was their acute concern for the maintenance of students' culture and language; desire for a diverse, fully bilingual staff; interest in having an extended school day and developing strong before - and after-school programs; enthusiastic support for teacher evaluation criteria that included student performance and community involvement; and interest in keeping what does work in schools, while developing a whole new approach to teaching and learning.

Additionally, several community groups such as the Hispanic American Organization, the RCCS Home and School Association, and Roberto Clemente Charter School have been closely involved in the planning process for RCECS. RCCS teachers, RCCS school administrators and Lehigh University professor Dr. Lynn Columba have been instrumental in the development of the school curriculum. Furthermore, all abovementioned organizations, board members and individuals have volunteered to continue their cooperation during the school implementation phase.

(f) Describe how the authorized charter school agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter

school has met its objectives as describes in paragraph (iii)- The federal funding is geared to provide start-up funding for the planning, program design, and initial implementation and evaluation of the charter school. The PA Charter School Law is very specific in terms of how the charter authorizer should fund charter schools. There should be no tuition charge for a resident student attending a charter school. For non-special students, the charter school shall receive no less than the budgeted total expenditures per average daily membership of the prior school year, minus the budgeted expenditures of the district of residence for non-public school programs; adult education; college programs; student transportation services; for special education programs, construction and other expenses for each student enrolled. For special education students, the charter school shall receive the same funding as for each non-special education student, plus an additional amount determined by dividing the district of residence's total special education expenditure by the product of multiplying the combined percentage times the district of residence's total average daily membership for the prior school year for each student enrolled. Payments shall be made to the charter school in twelve equal monthly payments. The authorizer or the local board of school directors, in this case the Allentown School District, will have a contract with RCECS with the intention of creating legal obligations that determine the legal requirements, procedures, and responsibilities of the charter school in meeting its objectives, as well as causes for nonrenewal. The authorizer also has the responsibility to annually assess whether the school is meeting its goals by having ongoing access to records and facilities to ensure compliance with the charter and the charter school act. RCECS will submit an annual report no later than August 1st of each year to the local board of school directors and the secretary in the form prescribed by the secretary. The report will also be presented to the school board during the first board meeting in September. Five years from the effective date of charter approval, the local school district should conduct a comprehensive evaluation on the charter school program and should provide recommendations

for modification, expansion, termination or changes to the program. The school district should submit a report to the Secretary of Education, the Governor, and the General Assembly about the evaluation results. During the term of the charter or at the end of the term of the charter, the local board may choose to revoke the charter based on violations of any condition of the contract. To avoid any violations of the contract, RCECS will have an open door policy and will be in contact with the school district to ensure compliance with all the legal requirements, reports, and contract conditions.

(g). Question vii. Not Applicable.

(h) Describe how the funds will be used, including a description on how these funds will be used in conjunction with other federal programs administered by the Secretary-CPS grant funds will be used for planning and opening the school, as well as for two years of initial implementation and evaluation of RCECS. The attached budget was developed for three years. (See Attachment I- Budget). Areas to be supported with these funds are:

1 and 2- Specifics on hours of personnel expenses and fringe benefits in administrating and coordinating activities related to start up planning and implementation: a). school design, b) project director , c). IT planning and implementation, d) review of curriculum mapping, English as a Second Language and Special Education modifications and school accountability, e) program evaluation.

4. Equipment-Planning, Purchasing and installation of equipment for technology such as wiring/infrastructure, servers, computers, workstations, smart classrooms, servers, telephones, video systems and security surveillance system.

5. Supplies-Purchasing furniture(desks, chairs, bookshelves, cabinets, white boards and

table benches) and related items for the following rooms: K-5 classrooms, music room, art room, library, cafeteria, ESL, special education rooms, receptionist area, IT office, administrator office, Security office, Nurse's office, Counselor office and Principal's office.

5. Text books and Library books- Purchasing curriculum and resources for 320 students

from K-5. Subject areas and programs included are English (reading and writing program), Spanish (reading and writing program), Math, Science, Social Studies, Music, Art, Physical Education, Technology, Spec. Education, English as a Second Language and Character Development.

(i). Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school? RCECS intends to enhance parent and student choices and give more elementary students the opportunity to have an education which meets challenging standards. We believe that every student should have an equal opportunity to attend a charter school. For that reason, RCECS has developed a communication strategy to let the public know about RCECS, including the school's mission, vision, goals, and objectives, as well as school district hearings regarding charter approval, appeal processes, final results, admission, and the enrollment process. This strategy can be divided into five stages: 1). Initial approach to the community; 2). Ongoing activities; 3). Involve parents and children in two public hearings regarding the application of Roberto Clemente Elementary Charter School; 4). Involve the community and inform them about the denial of the Charter and Appeal Process, and 5). Communication of the Charter School Approval, enrollment process, lottery and plans for the future. More details about the communication strategy can be found in question (iv) of the Selection Criteria that also provides details about community support for the application. See attachment J-Lottery Policy.

(j). Describe how a charter that is considered an LEA under state law will comply with section 613(a)5 and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA)

RCECS will comply with section 613 (a)5 and 613(e)(1)(B) of IDEA and serve children with disabilities in the same manner as the local education agency serves children with disabilities. This includes providing supplementary and related services on-site at the charter school to the same extent as any other school district. We will conform to all federal laws and regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).

The school administrator will not discriminate in determining eligibility for admission and will accept every student who applies or will hold a lottery if there are more applicants than the school can accommodate. Considerations for students with disabilities will be the same as for students without disabilities. Recruitment and admissions are addressed in a set of questions and answers regarding the application of federal civil rights laws to public charter schools published by the U.S. Department of Education's Office of Civil Rights (2000).

RCECS will request records from the child's previous school to ensure all IEP requirements are implemented. The school will contact the special education office of the previous LEA to secure the records. The PDE Special Education Office will be contacted if the school is not able to obtain a response from the previous school or LEA.

In following the federal requirements, RCECS administrators will abide with the state of Pennsylvania charter school laws and regulations regarding teacher certification requirements. Persons who provide special education or related services to children with disabilities in charter schools must have special education certification and have to meet the “highly qualified” teacher requirement that applies to teachers in public schools. The school operator will understand that the

school needs to abide by the decisions of the IEP Team that has identified the type of services the child will need and will consider staffing implications for delivering those services.

Depending on the needs of the students, as identified in their IEPs, the school will be creative and flexible in designing staffing loads. A few of the options will include hiring teachers with dual certification (in special and general education), hiring consultants on an hourly basis, or contracting for special educators via a collaborative agreement with the Intermediate Unit, hospitals, non-profits, and private providers.

During the course of student recruitment, it will be expected that the school staff and representatives will share information with prospective students and families on the school's curriculum and services. It would also be appropriate to discuss the services and supports currently provided to students with disabilities and to explore potential strategies for meeting the needs of the prospective student. The initial focus should be on understanding the needed supports and services for the student and identifying strategies for delivering them within the context of the school's framework. All issues about the appropriateness of the child's placement should be taken up with the child's IEP team.

The charter school will be readily accessible to individuals with disabilities. Both Section 504 and ADA Title II regulations permit considerable flexibility in meeting this legal standard. For example, structural changes are not required in existing facilities if nonstructural methods are effective in achieving program accessibility. For new construction and alterations, Section 504 and ADA Title II require that a new or altered facility (or the part that is new or altered) must be readily accessible to, and usable by, individuals with disabilities.

The special needs of the students that will be enrolled in the Roberto Clemente Elementary Charter School call for a variety of innovations in services, several of which are described below:

a). Needs assessment instruments will be used to determine special needs of the students;

b). The entire staff will be trained to recognize different learning styles and to use appropriate instructional strategies from each style; c) Certified and highly qualified special education teachers will be hired; d). The school will adhere to the Pennsylvania Department of Education Regulations and Standards; e). All students will be immersed in the dual language program and will participate in the early college initiative; f). Teacher aides will be utilized to ensure increased one-on-one instruction.

Roberto Clemente Elementary Charter School

Mission: Why we exist

Roberto Clemente Elementary Charter School is a small learning community that inspires and educates students to maximize their successes. We provide students with a rigorous academic foundation in English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level study, and as life-long learners.

Vision: Future State/What We Envision-An Early College Model School

A School Community in which Students, Teachers, Administrators, Parents and Community Members

- Are all learners
- Share common values, ideas and commitments
- Embrace a multicultural perspective and a collaborative approach with all local resources to maximize our students' success

A Professional Community that

- Uses reflective dialogue
- Develops relationships among teachers by being mentors and advisors
- Promotes professional collaboration
- Shares Norms and Values - professionals come together to identify what they have in common
- Has a collective Focus on Student Learning - priority is placed on activities whose basic purpose is student growth.
- Integrates technology across the subject areas

Curriculum and Instruction that provides

- Small classroom size
- Individualized instruction
- Academic rigor – emphasis in standards based learning, relevancy, and relationships
- Emphasis on reading and writing across content areas
- Proper assessments to verify progress
- Lively discussions and critical thinking
- Technology integration in core subject areas
- Active problem finding and problem solving
- National Best practices
- Character development and increased social skills.
- Project-Based Learning
- Early College Opportunities
- Before, after school and summer programs

Students who

- Are responsible.
- Abide by all rules and expectations of behavior.
- Treat adults, other students, school property, and others with respect.
- Participate in class, complete and turn in class work and homework.
- Are motivated
- Engage in meaningful activities
- Able to work independently and in group
- Engage in social and political world

Parents who

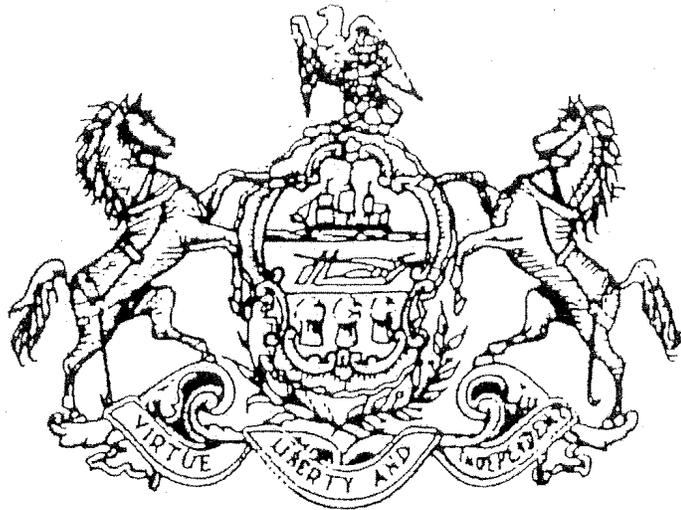
- Work cooperatively with the school.
- Support the school's rules, policies and expectations.
- Provide the time and support at home for their child's academic work.
- Promptly inform the teacher/school of any pertinent medical, family, home and learning problems.
- Ensure that their child attends school daily, on time, in uniform, and ready to learn.

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A Climate which is

- Safe & Supportive
- Welcoming and Caring
- Collaborative
- Exciting
- Multicultural
- Filled with school pride
- Respectful
- High in its expectations



**SCHOOL IMPROVEMENT PROGRAM
NEEDS ASSESSMENT/EVALUATION**

**School Effectiveness Questionnaire
(SEQ)**

INTRODUCTION

The purpose of the SEQ is to gather an individual's perceptions of a school's academic programs and practices based on his/her experiences in that school. There is no right or wrong answer to any item.

Containing 73 items, the SEQ is keyed to conditions of effective schools. These conditions are: (1) safe/orderly environment; (2) vision for learning; (3) instructional leadership/decisionmaking; (4) expectations for student learning; (5) opportunity to learn; (6) monitoring of student learning; and (7) enhanced communications.

INSTRUCTIONS

1. Do not write your name on the SEQ or the answer sheet.
2. All items have five possible responses. Record your response by marking the appropriate letter. The response choices are:
 - ◆ SD - Strongly Disagree
 - ◆ D - Disagree
 - ◆ U - Undecided
 - ◆ A - Agree
 - ◆ SA - Strongly Agree
3. The response categories permit the participant to indicate the response intensity in relation to any item.
4. Responses should be based on the individual's experience in the school.
5. The SEQ should be completed without discussion between or among colleagues.
6. There is no time limit. The instrument takes approximately 20-30 minutes to complete.

SCHOOL EFFECTIVENESS QUESTIONNAIRE

1. This school is a safe and secure place to work.
2. Written curricula include student objectives, content, student activities, estimated time, relationships of course objectives to state academic standards, and assessment procedures.
3. In this school, low achieving students do not present more discipline problems than other students.
4. The faculty and building level administrators work collaboratively.
5. There are schoolwide rules for behavior which are made clear to all students.
6. The building level administrators observe classrooms at least twice per year.
7. As a result of classroom observations, dialogues with administrators focus on instructional practices.
8. The physical conditions of this school are properly maintained.
9. Test data are reviewed with the community.
10. The building level administration and faculty jointly analyze student learning, e.g., national tests, state tests, etc.
11. All personnel have a thorough understanding of Pennsylvania's curriculum regulations contained in Chapter 4.
12. Cocurricular programs seldom disrupt time allocated to instruction.
13. A districtwide council/committee function to manage the academic program (curriculum/instruction/assessment).
14. The academic program (curriculum/instruction/assessment) is driven by a vision that all students can learn.
15. Leadership in this school is shared in that many decisions are reached collaboratively among personnel.
16. School personnel communicate to all students the importance of staying in school.
17. Schoolwide assessments are used to evaluate student achievement in all subject areas, e.g., portfolios, writing samples, departmental examinations, speeches, etc.
18. Students in the halls during classes is not a problem in this school.
19. When curriculum is revised/developed, K-12 conversations determine essential knowledge and skills.

20. This school functions in an orderly fashion without being overly restrictive.
21. There is a definite curriculum development cycle to keep all subject areas up-to-date.
22. All educators hold high learning expectations for all students.
23. Instructional practices require construction of knowledge.
24. Student attendance rates are high.
25. Procedures for community-school partnerships are practiced.
26. There is application of curriculum integration across subject areas.
27. Public address announcements do not disrupt classroom instruction.
28. Parent-teacher conferences focus on students' achievement of academic standards.
29. Most students complete assigned homework.
30. Ninety to 100 percent of parents attend parent-teacher conferences.
31. Standardized tests are accurate measures of the school's academic program.
32. Professional development has been provided as to closing the learning gap between student subgroups, e.g., income, gender, etc.
33. There is a good fit among the written-taught-assessed curriculum.
34. The written curriculum is connected to Pennsylvania's academic standards.
35. Discipline is cooperatively handled by all personnel.
36. Various data sources, e.g., demographics, community surveys, faculty surveys, student achievement, etc., are used to identify academic priorities.
37. The building administration is active in advancing professional development opportunities for all staff members.
38. There is sufficient parent-teacher communication with regard to monitoring student learning.
39. Physical room arrangements vary to accommodate teaching and learning interactions among students and teachers.
40. Sufficient time is allocated to teach the academic standards addressed in the written curriculum.
41. Assignments are checked to give corrective feedback to students in a timely manner.

42. Teachers have scheduled opportunities to plan lessons, discuss student work, etc. with each other.
43. This school has adequate facilities to implement the academic program.
44. There is a schoolwide plan to assess students' achievement of the academic standards.
45. When the school participates in standardized testing programs, data are analyzed by staff members.
46. Special needs children are included in the general curriculum.
47. Procedures are implemented to allow for open exchanges among administrators and teachers regarding academic programs.
48. Many parents visit the school to inquire about academic programs.
49. Lessons are planned to make efficient use of time allotted to instruction.
50. Administrators and teachers decide jointly the focus of classroom observations.
51. The community promotes the school's vision for learning.
52. There is an active parent organization which involves many parents in this school.
53. Parents provide support to school personnel on discipline matters.
54. The schedule is flexible to accommodate the academic needs of students.
55. All students have ample opportunities to use primary resources, e.g., manipulatives, calculators, newspapers, etc.
56. Parents are made aware of school policies.
57. The building administration is highly visible in this school.
58. Most lessons are conducted so that students are active learners.
59. Written curricula are developed to emphasize higher level thinking for all students.
60. The administration promotes teachers observing teachers to emphasize professional growth.
61. The faculty and students treat each other with respect.
62. Low achieving students are challenged with learning essential knowledge and skills.

63. Efforts are made to make all community members partners in the school's academic program.
64. All personnel believe that students' socioeconomic status is not the primary factor that determines achievement.
65. Administrators and teachers plan staff development programs collaboratively.
66. Students abide by school rules.
67. All students have equitable opportunities to take part in rigorous courses.
68. All personnel have options for staff development to enhance professional growth.
69. There is an emphasis on using more authentic performance assessments to judge students' learning.
70. Efforts are made to keep all personnel current on educational practices.
71. Assessment data are analyzed separately for different student groups.
72. Discipline is not a major issue in this school.
73. Students are given expanded opportunities to learn essential content and skills prior to final grading.

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Dr. Maritza Robert Project Director 2014-2015	Planning	In progress	Completed
Direct, Coordinate Project Activities			
Coordinate meetings with board members, founders, school district and key personnel		X	
Development of enrollment forms			X
Development of brochures, and marketing materials			X
Development of college and community partners		X	
Develop school calendar			X
Recruitment and marketing of students			X
Enrollment Process including letters to parents		X	
Development of lottery policies and conducting the lottery			X
Recruitment and selection of staff, contact references and coordinate with the fiscal director		X	
Developing contract for students uniforms-selection of company			X
Development of grading system			X
Development of Student and Parent Handbook			X
Coordinate initial meetings with parents to discuss school policies and procedures		X	
Purchasing of furniture, Books for schools, library, and supplies		X	
Coordinating student transportation and foodservices		X	
Coordinating the work of curriculum mapping		X	
Organizing professional development and induction program		X	
Contact college partners to develop a plan for structure activities		X	
Finalize the school schedule-Get ready for the opening of the school-benchmark testing selection		X	

Dr. Maritza Robert – Activities - Project Director - 2015-2016	Planning	In progress	Completed
Direct, Coordinate Project Activities	X		
Coordinating meetings with board members, school district and key personnel-Plan school calendar	X		
Recruitment and marketing-students	X		
Plan benchmarks assessments		X	
Work in Accountability plan-coordinate team work-data analysis -for school improvement- develop assessments	X		
Get feedback related to policies and procedures through a survey	X		
If necessary, update policies and procedures, handbook, enrollment form and any other document	X		
Effective school research survey and analysis of data for school improvement	X		
Purchasing of text books and library books	X		
Maintain communication with college partners and invite them to visit the school and plan activities	X		
Coordinating the work of curriculum mapping and be sure Group work to improve curriculum and assessments			

Organizing professional development, coaching and induction program	X		
Work with IT Coordinator and fiscal director-Attend meetings	X		
Written evaluation of academic achievement-data analysis	X		
Dr. Maritza Robert – Activities - Project Director – 2016-2017		In progress	Completed

	Planning		
Direct, Coordinate Project Activities-School calendar and benchmarks assessments	X		
Coordinating meetings with board members, school district and key personnel	X		
Recruitment and marketing-students	X		
Work in Accountability plan-coordinate team work -data analysis-for school improvement- develop assessments	X		
Get feedback related to policies and procedures through a survey	X		
If necessary, update policies and procedures, handbook, enrollment form and any other document	X		
Effective school research survey and analysis of data for school improvement	X		
Purchasing of text books and library books	X		
Maintain communication with college partners and invite them to visit the school	X		
Coordinating the work of curriculum mapping and be sure that group work to improve curriculum	X		
Organizing professional development, coaching and induction program	X		
Work with IT Coordinator and fiscal director-Attend meetings	X		
Written evaluation of academic achievement-data analysis	X		

Jose Molina – ACTIVITIES - IT Administrator - 2014-2015	Planning	In Progress	Completed
Plan for Network Infrastructure			X
Wiring Closet Placement and requirements		X	
Identify Server Room location and requirements		X	
Wireless access point quantity and configuration		X	
Plan for telephone Infrastructure		X	
Plan for PA system infrastructure(Speaker Placement, Wiring Requirements)		X	
Ordering Equipment, processing orders		X	
Plan deployments		X	
Deploy assets for Infrastructure		X	
Plan Order, Install, and Configure Smart Classrooms		X	
Plan Order, Install, and Configure Computer Labs		X	
Plan Order, Install, and Configure copier rooms		X	
Plan Order, Install, and Configure Network Printer Stations		X	
Plan Order, Install, and Configure Staff Desktops		X	
Plan Order, Install, and Configure Student Computers, laptops	X		
Creating Student, Staff, and Teacher Accounts	X		
TESTING Systems Pre-Launch	X		
Prep Database and Information Systems for New School Year	X		
Staff Training on Information Systems	X		
Teachers Training	X		
Jose Molina – ACTIVITIES - IT Administrator - 2015-2016	Planning	In Progress	Completed
DB Maintenance	X		
Staff Training on Information Systems	X		
Teachers Training	X		
Server Maintenance and Refurbishing (Major Maintenance)	X		
Server Maintenance (Short Term Ongoing)	X		
Workstation Maintenance and Refurbishing (Major Maintenance)	X		

Workstation Maintenance (Short Term Ongoing)	X		
Coordination and Planning Meetings (Monthly Ongoing)	X		
New Equipment Planning, Ordering, and Deployment	X		
Jose Molina – ACTIVITIES - IT Administrator - 2016-2017	Planning	In Progress	Completed
DB Maintenance	X		
Staff Training on Information Systems	X		
Teachers Training	X		
Server Maintenance and Refurbishing (Major Maintenance)	X		
Server Maintenance (Short Term Ongoing)	X		
Workstation Maintenance and Refurbishing (Major Maintenance)			
Workstation Maintenance (Short Term Ongoing)	X		
Coordination and Planning Meetings (Monthly Ongoing)	X		
New equipment planning, ordering			

Charles Boger – ACTIVITIES - Fiscal Director - 2014-2015	Planning	In Progress	Completed
Supervises the accounting and related financial		X	
Monitors budget expenditures		X	
Prepares financial reports		X	
Prepare budget			X
Develop contracts for staff, collecting all the staff information, clearances and others		X	
Coordinate efforts related to employee benefits		X	
Prepares financial reports for project		X	
Negotiate insurances		X	
Check and analyze a variety of financial information(cost projections, , general ledger accounts, payroll)		X	
Ensuring overall operations are within budget		X	
Work with Project Director and IT administrator		X	
Attend meetings of the fiscal committee and others		X	
Charles Boger – ACTIVITIES - Fiscal Director - 2015-2016	Planning	In progress	Completed
Supervises the accounting and related financial	X		
Monitors budget expenditures	X		
Prepares financial reports	X		
Develop contracts for staff, collecting all the staff information, clearances and others	X		
Coordinate efforts related to employee benefits	X		
Prepares financial reports for project	X		
Negotiate insurances	X		
Check and analyze a variety of financial information(cost projections, , general ledger accounts, payroll)	X		
Ensuring overall operations are within budget	X		
Work with Project Director and IT administrator	X		
Prepare budget	X		
Attend meetings of the fiscal committee and others	X		
Charles Boger – ACTIVITIES - Fiscal Director - 2014-2015	Planning	In progress	Complete
Supervises the accounting and related financial	X		
Monitors budget expenditures	X		
Prepares financial reports	X		
Develop contracts for staff, collecting all the staff information, clearances and others	X		

Coordinate efforts related to employee benefits	X		
Prepares financial reports for project	X		
Negotiate insurances	X		
Check and analyze a variety of financial information(cost projections, , general ledger accounts, payroll)	X		
Ensuring overall operations are within budget	X		
Prepare budget	X		

Work with Project Director and IT administrator	X		
Attend meetings of the fiscal committee and others	X		

COMMONWEALTH OF PENNSYLVANIA
CHARTER

RECEIVED NOV 06 2013

*to operate a public school known as
The Roberto Clemente Elementary Charter School*

Pursuant to the authority granted to me as chairperson of the State Charter School Appeal Board under section 1717-A(i)(9) of the Public School Code of 1949, as amended; and because of the failure of the Board of School Directors of the Allentown School District to grant the Charter within ten (10) days of receiving notice of the State Charter School Appeal Board's August 2, 2013 decision in CAB #2012-10, the Board of Trustees of The Roberto Clemente Elementary Charter School is hereby granted a Charter by operation of law to operate a public charter school to be located within the Allentown School District for the period commencing on August 1, 2014 and ending on June 30, 2019. The grant of this Charter was approved by vote of the State Charter School Appeal Board on July 30, 2013, and by way of the State Charter School Appeal Board's findings, conclusions and decision issued on August 2, 2013, was deemed approved by the aforementioned inaction of the Board of School Directors.

It is specifically understood and agreed between the signatories hereto that:

- 1) the Board of Trustees shall operate the charter school in accordance with the provisions of the Charter School Law, 24 P.S. §§17-1701-A, *et seq.*, and any applicable amendments thereto enacted during the term of this Charter and any regulations or standards applicable to charter schools;
- 2) the granting of this Charter is specifically contingent upon operation of the charter school in conformity with the terms of the Application submitted by the Board of Trustees to the Board of School Directors on November 12, 2010 and approved by the State Charter School Appeal Board. Said Application is attached hereto as Appendix A and is incorporated herein by reference as if fully set forth;
- 3) this Charter and the Appendix hereto constitute a legally binding agreement between the Board of School Directors of the Allentown School District and the Board of Trustees of The Roberto Clemente Elementary Charter School for the term set forth above, and the terms of said agreement cannot be changed absent a written amendment to this Charter;
- 4) this Charter may be renewed for additional periods of five (5) years duration, and upon any such renewal, a new charter shall be executed between the Board of School Directors and the Board of Trustees; and
- 5) this Charter can only be terminated in accordance with the provisions of applicable law.

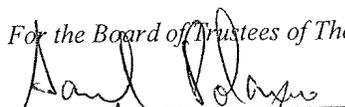
WHEREFORE, the undersigned, intending to be legally bound hereby, set their hands this 17th day of NOVEMBER, 2013:

For the State Charter School Appeal Board:

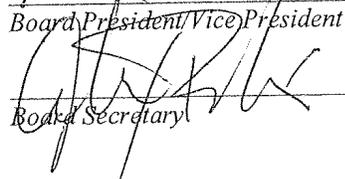


Carolyn C. Dumaresq, Chairperson
State Charter School Appeal Board

For the Board of Trustees of The Roberto Clemente Elementary Charter School:



Board President/Vice President



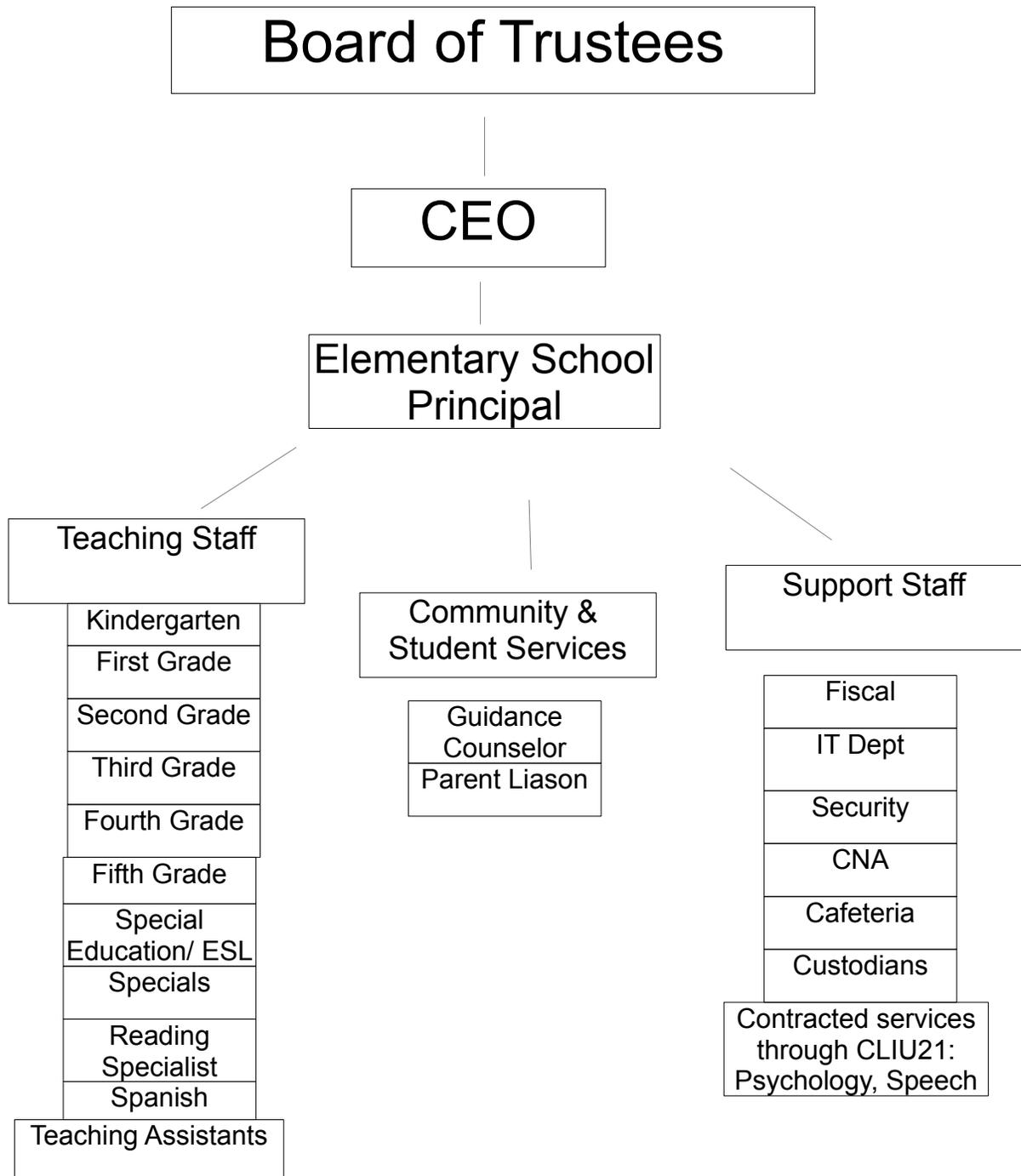
Board Secretary

Roberto Clemente Elementary

Charter School

Organizational Chart

June 2014



April 15, 2014

ROBERTO CLEMENTE ELEMENTARY CHARTER SCHOOL
BY-LAWS

ARTICLE I. NAME

The name of the Corporation shall be Roberto Clemente Elementary Charter School.

ARTICLE II. SEAL

The Corporation seal shall have inscribed thereon the name of the Corporation, the year of its organization and the words "Corporate Seal, Pennsylvania."

ARTICLE III. PURPOSE, LIMITATIONS

1. The Corporation is formed to serve as an independent public school established and operated under a charter from the Allentown School District and/or any other local school district in which students are enrolled and attend. The Corporation shall be operated exclusively for the public benefit purposes as those terms are defined within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Internal Revenue Law of the United States as now enacted or as may be hereafter amended.
2. No part of the net earnings of the Corporation shall inure, directly or indirectly, to the benefit of any private person or individual; and no Trustee, officer or employee of the Corporation shall receive any pecuniary benefits of any kind except reasonable compensation for services actually rendered to the Corporation in effecting its corporate purposes. The Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE IV. MANAGEMENT

1. The business and affairs of the Corporation shall be managed by its Board of Trustees ("Board of Trustees" or "Board") which shall consist of nine (9) members. Each Trustee shall be a natural person of full legal age. The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the Corporation such powers as it may see fit for specified periods of time.
2. Trustees shall be elected by the Corporation's Board of Trustees in accordance with these By-Laws and The Charter School Law and shall be chosen from members of the business community, members of the educational community, members of the charter school parent community, and/or members of the community at large. At least one member of the Board of Trustees shall be a member of the charter school parent community. If a Trustee from the charter school parent community is the only Trustee from the charter school parent community serving on the Board of Trustees, when such Trustee's student graduates from, or otherwise no longer attends, the Charter School, then such Trustee's term shall cease in the month immediately succeeding such graduation or failure to continue enrollment at the Charter School. A Trustee from the charter school parent community shall be selected and appointed immediately thereafter to serve the remaining term of the former Trustee from the charter school parent community.
3. Each Trustee shall be elected for a term of four (4) years, except for those Trustees elected to fill an unexpired term, and Trustees shall serve until their successors shall have been

elected.

4. Any Trustee may resign at any time by, giving written notice of said Trustee's resignation to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is so specified, then it shall be effective when accepted by the Board. Except as aforesaid, the acceptance of such resignation shall not be necessary to make it effective.
5. Each vacancy created by the resignation, removal from office or an expiration of a Trustee's term shall be filled by the majority vote of the Trustees in attendance at a regular or special meeting of the Board of Trustees attended by at least two-thirds (2/3) of the Trustees. Any Trustee elected to fill an unexpired term shall serve for the remainder of time of said term.
6. Any individual Trustee may be removed from office without assigning any cause by the vote of two-thirds (2/3) of the Trustees then in office taken at any meeting of the Board for which at least fifteen (15) days notice has been given to all Board members notifying the Trustees that the removal of such Trustee will be discussed and possibly acted upon at such meeting. Any Trustee may be removed for cause by a majority vote of the Board then in office. Any Trustee missing three (3) consecutive meetings of the Board without a valid excuse may be removed by a majority of the Trustees then in office. The Board of Trustees may by majority vote declare vacant the office of a Trustee if said Trustee is declared of unsound mind by an order of court or is convicted of felony, or if within sixty days after notice, said Trustee has not accepted such office either in writing or by attending a meeting of the Board of Trustees. A Person convicted of a felony or crime involving moral turpitude is immediately disqualified from serving on the Board of

Trustees.

7. The Board of Trustees shall hire all teachers and staff of the Corporation. The level of compensation and terms of employment shall be determined by the Board of Trustees.
8. The Board of Trustees on behalf of the Corporation shall be authorized to hire and pay for the services of such advisors and other persons, including but not limited to, accountants, lawyers, investments advisors, architects, contractors and fund-raising experts as the Board shall deem necessary or appropriate in order to carry out the purposes of the Corporation.

ARTICLE V. MEETING OF THE BOARD OF TRUSTEES

1. The annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in January at the principal office of the Corporation or at such other place and time as designated by the Board of Trustees and so publicized. The regular meetings of the Board shall be held at such place, date and time as shall be established by the Board and so publicized.
2. Written or personal or electronic notice of every regular or special meeting of the Board shall be given to each Trustee at least five (5) days prior to the meeting. Meetings of the Board that will consider a fundamental change as provided for in 15 Pa.C.S.A. §5901 *et seq* shall be held with at least ten (10) days prior notice to each Trustee. Notice of meetings that will consider a fundamental change or a special meeting shall contain a brief statement of the general nature of the business to be transacted. Notice of a regular or annual meeting need not specify the purpose of the meeting.
3. For the purposes of transacting business, except in instances where the Charter School Law or these By-Laws require a different number, a quorum shall consist of five (5)

Board members.

4. Trustees shall receive no salary or compensation for their services as Trustees.
5. One or more persons may participate in a meeting of the Board or any committee by means of conference telephone or similar communications equipment such that all persons participating can hear each other and a meeting pursuant to this section shall constitute presence in person at such meeting.
6. Any person may be designated by the Board as an *ex-officio* member of the Board. Any such member shall be entitled to attend and receive notice of meetings in the same manner as a regular Trustee but shall not be entitled to vote or be counted for purposes of determining a quorum or the number of votes necessary for any measure.
7. "Roberts Rules of Order Revised" shall govern the organization and conduct of all meetings of the Board unless the same are inconsistent with these By-Laws in which case provisions for these By-Laws shall govern.
8. No member of a School Board of Directors which has granted a charter or charters to the Corporation may serve on the Board of Trustees.
9. The Board of Trustees must comply with the Sunshine Act of the Commonwealth of Pennsylvania, 1998, Oct. 15, P.L. 729, No. 93, 65 Pa.C.S.A. §§701-716, as amended from time to time. Votes shall not be cast by proxy.
10. Executive Sessions:
 - i. All meetings of the RCCS Board of Trustees shall be open to the public except when the Board convenes in Executive Session. According to the Sunshine Act of the Commonwealth of PA 1998, Oct. 15, P.L. 729, No. 93, 65 Pa.C.S.A. §§708, Executive Sessions are designed so the Board can address one or more of the

following issues: (a) to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the agency, or former public officer or employee, provided, however, that the individual employees or appointees whose rights could be adversely affected may request, in writing, that the matter or matters be discussed at an open meeting; (b) to hold information, strategy and negotiation sessions related to the negotiation or arbitration of a collective bargaining agreement or, in the absence of a collective bargaining unit, related to labor relations and arbitration; (c) to consider the purchase or lease of real property up to the time an option to purchase or lease the real property is obtained or up to the time an agreement to purchase or lease such property is obtained if the agreement is obtained directly without an option; (d) to consult with its attorney or other professional advisor regarding information or strategy in connection with litigation or with issues on which identifiable complaints are expected to be filed; (e) to review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law, including matters related to the initiation and conduct of investigations of possible or certain violations of the law and quasi-judicial deliberations; (f) for duly constituted committees of a board or council of trustees.

- ii. Only voting members may be present during Executive Sessions except that the President of the Board may rule permissible the presence of any other person(s) as may be required to facilitate discussion.

- iii. Executive Sessions can be held by any of the following methods: in person or via telephone or video conference.
 - iv. Business conducted in Executive Session is considered confidential and known only to voting members and to those who are present. The Board shall not take action on any item discussed in Executive Session. Any action requiring a vote by the Board must be presented as a motion outside of Executive Session.
 - v. Any matter discussed in Executive Session shall be generally noted in the minutes.
11. In addition to the powers and authorities these By-Laws expressly conferred upon them, the Board of Trustees may exercise all such powers of the Corporation and do all such lawful acts and things as are not by statute, the Articles of Incorporation or these By-Laws directed or required not to be exercised or done by the Board and/or are directed and required to be done by others.
12. Trustees are expected to attend all Board meetings. If a Trustee is unable to attend a Board meeting, then the Trustee shall make his or her best efforts to contact the Board President as soon as possible, most preferably prior to the Board meeting. The Board President shall make a determination whether or not a Trustee's failure to attend a Board meeting is excused or unexcused. The Secretary of the Board will communicate with any Trustee after three unexcused, consecutive absences to ascertain the Trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE VI. TRUSTEES EMERITI

Trustee Emeritus is a position intended to acknowledge those who have demonstrated outstanding dedication and contribution to the work of the Board and the Charter School, as a whole, over an

extended period of time. A Trustee Emeritus shall be a member of the Board *ex officio* for life in recognition of exceptional devoted service to the Board and the Charter School. The position is a high honor and is to be conferred accordingly; however, nothing in these Bylaws shall be interpreted as limiting the Board to a single Trustee Emeritus at any given time. A prior Board member may be designated as a Trustee Emeritus by the majority vote of those Board members eligible to vote. A Trustee Emeritus may attend any meeting of the Board of Trustees and shall have voice, but shall not be entitled to vote.

ARTICLE VII. COMMITTEES

1. The Board may, from time to time, establish one or more committees, including, but not limited to, an Executive Committee. Subject to these By-Laws and any applicable provision of the Charter School Law, said committees shall have and may exercise all of the powers and authority granted to said committee by the Board. Each committee of the Board shall serve at the pleasure of the Board. Committees may include members who are not Trustees of the Corporation.
2. Executive Committee. There shall be an Executive Committee consisting of the President, Vice President, Secretary, Treasurer plus such additional Trustees as may be elected by the Board. The Executive Committee shall have authority to act for and on behalf of the Board during intervals between meetings of the Board. All action taken by the Executive Committee shall be reported to the Board at its next meeting. However, the Executive Committee may not (i) dissolve, liquidate, or merger the corporation, (ii) purchase or sell any corporate property having a value in excess of \$100.00, or (iii) borrow funds on behalf of the Corporation in excess of \$100.00.

3. Conduct of Business. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided herein or required by law. Adequate provisions shall be made for notice to committee members of all meetings. All matters shall be determined by a majority vote of the members present. *Ex-officio* member of committees shall have voice but no vote and shall not be counted towards a quorum. All actions taken by a committee since the last meeting of the Board shall be reported to the Board at its next meeting.

ARTICLE VIII. OFFICERS

1. The officers of the Corporation shall include the President, Vice President, Secretary, Treasurer, and such other assistant officers as shall be determined by the Board from time to time. Such officers shall be elected by majority vote of the Board at its annual meeting and shall hold office until such officer's successor is elected or until such officer's death, retirement, resignation or removal from office in the manner herein provided.
2. Any officer may resign at any time by giving written notice of said officer's resignation to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is so specified, then it shall be effective when accepted by the Board. Except as aforesaid, the acceptance of such resignation shall not be necessary to make it effective. An officer may be removed with or without cause, at any time by majority vote of the Board then in office. Any vacancy in any office may be filled for the unexpired portion of the term in the same manner as provided for election to such office.
3. All officers shall be natural persons of full legal age and shall hold their offices for a term

of one (1) year. The officers shall have such authority and shall perform such duties as are provided for in the By-Laws and as shall from time to time be prescribed by the Board.

4. The President shall have general and active management of the affairs of the Corporation; shall see that all orders and resolutions of the Board are carried into effect, subject, however to the right of the Board to delegate any specific powers except such as may be by statute exclusively conferred on the President, to any other officer or officers of the Corporation. The President shall solely be permitted to execute bonds, mortgages, line of credit and other documents, under the seal of the Corporation and where properly approved by the Board or the Executive Committee in accordance with these By-Laws; and shall be ex-officio a member of all committees and shall have the general powers and duties of supervision and management usually vested in the office of President. The President shall preside at all meetings of the Board and shall submit such recommendations and information as he or she may consider proper, or which he or she was directed by the Board to obtain, concerning the business affairs and policies of the Corporation. The President shall sign contracts and agreements properly approved by the Board, and shall have authority to sign employment agreements prior to approval by the Board when deemed necessary for the efficient functioning of a charter school. Such authority shall not extend to employment agreements for the positions of Principal, Assistant Principal, Dean of Students, or equivalent positions. All employment agreements signed prior to Board approval shall be submitted to the Board at its next meeting for ratification.
5. The Vice President shall act in all cases for and as the President in the latter's absence or incapacity, and shall perform such other duties as the Vice President may be required to

do from time to time.

6. The Secretary shall attend all sessions of the Board and act as clerk thereof, and record all the votes of the Corporation and the minutes of all its transaction in a book to be kept for that purpose; shall perform like duties for all committees of the Board, when required; shall give, or cause to be given, notice of all meetings of the Board; shall perform such other duties as may be prescribed by the Board or the President, under whose supervision the Secretary shall be; and shall keep in safe custody the corporate seal of the Corporation, and, when authorized by the Board, affix the same to any instrument requiring it. An Assistant-Secretary or Secretaries may be appointed by the Board who shall have and exercise all power and authority of the Secretary and shall be permitted to perform all duties of the Secretary or such other duties as may be directed by the President or Board.
7. The Treasurer shall have custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation; shall keep the monies of the Corporation in a separate account to the credit of the Corporation; shall disburse the funds of the Corporation as may be ordered by the Board, taking proper vouchers and receipts for such disbursements; and shall render to the President and the Board at the regular meetings of the Board, or whenever the Board may require it, an account of all the Treasurer's transactions and of the financial condition of the Corporation. The Treasurer of the Corporation shall deposit the funds belonging to the organization in a depository approved by the Board. All deposits of the Corporation by the Treasurer shall be made in the name of the Corporation. The Treasurer shall receive all funds of the Corporation including but not limited to all local, state, and federal funds

and privately donated funds. The Treasurer shall also make payments out of said funds on proper orders approved by the Board of Trustees and signed by the President or Vice President or such other officers as the Board may designate. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contract which shall previously have been approved by the Board, and by which prompt payment the Corporation will receive a discount or other advantage. The Board of Trustees shall direct the Treasurer to invest funds consistent with sound business practice. Authorized investments shall be:

- i) United States Treasury Bills;
- ii) Short Term obligations of the United States Government or its agencies or instrumentalities.
- iii) Deposits in saving 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.
- iv) Obligations to 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 instrumentality's backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentality's backed by the full faith and credit of the political subdivision.

- a. In making investment of funds, the Board shall have authority:
 - i) To permit assets pledged as collateral under subsection iii) above to be pooled in accordance with the Act of August 1971 (P.L. 281, No. 72) at 72 P.S. §3836-1 *et seq*, relating to pledges of assets to secure deposits of public funds.
 - ii) To combine moneys from more than one fund under Corporate control for the purchase of a single investment, provided that each of the funds combined for the purpose shall be accounted for separately in all respects and that the earnings from the investment are separately and individually computed and recorded, and credited to the accounts from which the investment was purchased.
- b. Any purchase or sale shall be made by the Treasurer of the corporation on a resolution adopted by the Board.
- c. The Treasurer shall settle the Corporation's accounts annually for each school year. The annual audit shall be conducted according to the requirements of the Public School Code as amended from time to time.
- d. The Treasurer shall be permitted to delegate the duties of keeping the books of accounts, showing receipts and expenditures, of presenting financial reports to the Board, or of the hiring of an independent auditor, to the Chief Executive Officer (CEO) of the Charter School or the CEO's designee.

ARTICLE IX. VACANCIES

1. If the office of any officer becomes vacant for any reason, the Board of Trustees may choose a successor, who shall hold office for the unexpired term of said vacancy.
2. Vacancies in the Board of Trustees resulting from an increase in the number of Trustees in accordance with these By-Laws shall be filled by a majority of the then in office

members of the Board, and each person so elected shall be a Trustee for the unexpired term of said vacancy.

ARTICLE X. BOOKS AND REPORTS

The Corporation shall keep an original or duplicate record of the proceedings of the Board, and the original or a copy of its By-Laws, including all amendments thereto to date, certified by the Secretary of the Corporation either at its registered office or at its principal place of business.

ARTICLE XI. ANNUAL REPORT

The President shall present annually to the Board a report, verified by the Treasurer, showing in appropriate detail the following:

- (a) The assets and liabilities as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities during the year immediately preceding the date of the report,
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted to a particular purpose, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the Corporation; and
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the year immediately preceding the date of the report. The report shall be filed with the minutes of the meeting of the Board at which presented.

ARTICLE XII. NOTICES

1. Whenever written notice is required to be given to any person, it may be given to such person, either personally or by sending a copy thereof by first class or express mail, postage prepaid, or electronic mail (email), or courier service, charges prepaid, or by facsimile transmission, to said person's address (or facsimile number) appearing on the books of the Corporation, or in the case of Trustees, as supplied by said Trustee to the Corporation for the purpose of notice. If the notice is sent by mail or courier service, it shall be deemed to have been given to the person entitled thereto when deposited in the United States mail, or courier service, or facsimile when dispatched. A notice of meeting shall specify the place, day and hour of the meeting and any other information required by statute or these By-Laws. When a regular or special meeting of the Board of Trustees is adjourned it shall not be necessary to give any notice of the adjourned meeting or of the business to be transacted at the adjourned meeting, other than by announcement at the meeting at which such adjournment is taken.
2. Whenever any written notice is required to be given by Statute, Articles of Incorporation or By-Laws of this Corporation, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Except as otherwise required by Statute, or by these By-Laws, neither the business to be transacted nor the purpose of a meeting need be specified in the waiver of notice of such meeting. In the case of a special meeting of the Board of Trustees such waiver of notice shall specify the general nature of the business to be transacted. Attendance of a person at any meeting shall constitute waiver of notice of such meeting, except where a person attends the meeting for the

express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the notice of the meeting was not lawfully done.

ARTICLE XIII. MISCELLANEOUS PROVISIONS

1. The fiscal year of the corporation shall begin on the first day of July.
2. Each Trustee, each member of any committee designated by the Board and each officer of the Corporation shall, in the performance of said person's duties, be fully protected in relying in good faith upon the books of account or other records of the Corporation, including reports made to the Corporation by any of its officers, independent certified public accountants, or by any employee of the Corporation.
3. The Corporation shall comply at all times with the requirements of Pennsylvania Charter School Law, as amended from time to time.
4. Upon the dissolution of the Corporation, the Board of Trustees shall, after paying or making provisions for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation in such manner or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as exempt organizations under Section 501(c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law) as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by a court of competent jurisdiction, in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as the court shall determine which are organized and operated exclusively for the above stated purposes. The Corporation is one which does not contemplate pecuniary gain or profit to its Trustees or officers and is organized for

nonprofit purposes, and no part of any of the net earnings thereof shall inure to the benefit of any Trustee, officer or other individual.

ARTICLE XIV. INDEMNIFICATION

The Corporation shall indemnify any Officer or member of the Board who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative by reason of the fact that said Officer or member of the Board is or was a representative of the Corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement or actually and reasonably incurred by said Officer or member of the Board in connection with such action, suit or proceeding if said person acted in good faith and in a manner reasonably believed to be in or not opposed to, the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe said person's conduct was unlawful. In addition, the Corporation may indemnify any agent of the Corporation against expenses (including attorneys' fees) judgments, fines and amounts paid, as aforesaid. The individual shall have no right to reimbursement, however in relation to matters as to which said person has been adjudged liable to the Corporation for negligence or misconduct in the performance of said person's duties, or was derelict in the performance of said person's duty as Trustee, officer, employee or agent by reason of willful misconduct, bad faith, gross negligence or reckless disregard of the duties of said person's office or employment. The determination as to whether the Officer, member of the Board, employee or agent involved has met the applicable standard of conduct to justify indemnification shall be made by the Board by a majority vote of a quorum consisting of

Trustees who were not parties to such action, suit or proceedings, or, if such a quorum is not obtainable, by independent legal counsel in a written opinion. The foregoing right of indemnification shall be in addition to, and not exclusive of, all other rights which such Trustee, officer or employee may be entitled.

ARTICLE XV. AMENDMENTS

By-Laws may be adopted, amended or repealed by the majority vote of the then in office Board of Trustees at any regular or special meeting duly convened after notice to the Trustees of the general nature of the By-Law change at least fifteen (15) days prior to said By-Law change.

LYNN COLUMBA
DEPARTMENT OF EDUCATION & HUMAN SERVICES
COLLEGE OF EDUCATION
LEHIGH UNIVERSITY
111 RESEARCH DRIVE
BETHLEHEM, PA 18015
TELEPHONE: 610.758.3237
FAX: 610.758.3243
EMAIL: hlc0@lehigh.edu

EDUCATION

- ED.D. UNIVERSITY OF LOUISVILLE, LOUISVILLE, KENTUCKY, 1989**
MAJOR: SUPERVISION IN METROPOLITAN SETTINGS
SUBSPECIALTY: URBAN SOCIAL SCIENCES
COGNATE AREAS: MATHEMATICS EDUCATION AND LITERACY
Dissertation: Equivalent Fraction Concepts: A Teaching Experiment
(Advisor: Charles S. Thompson, PhD)
- M.ED. UNIVERSITY OF LOUISVILLE, LOUISVILLE, KENTUCKY, 1977**
MAJOR: ELEMENTARY EDUCATION
CONCENTRATION: READING EDUCATION
- B.A. MOREHEAD STATE UNIVERSITY, MOREHEAD, KENTUCKY, 1972**
MAJOR: ELEMENTARY EDUCATION
CONCENTRATION: PRE-PHARMACY

PROFESSIONAL CERTIFICATIONS

ELEMENTARY TEACHER (1-8), 1972
READING SPECIALIST (K-12), 1977
ADMINISTRATION--ELEMENTARY PRINCIPAL (K-8), 1987
SUPERVISION ENDORSEMENT (K-12), 1988

PROFESSIONAL POSITIONS

LEHIGH UNIVERSITY, COLLEGE OF EDUCATION, 1989-Present
ASSOCIATE PROFESSOR OF TEACHER EDUCATION, 1995-Present
PROGRAM DIRECTOR, 2005-08 and 1996-2000
Teaching, Learning, and Technology Program, formerly Technology-based
Teacher Education and Educational Technology Programs, led the merger
of the two programs in 2006, formerly Teacher Education
COORDINATOR OF THE FIVE-YEAR PROGRAM, 1996-2008
Developed and coordinated the program
COORDINATOR OF THE EDUCATION MINOR, 1989-2008
Reactivated and recruited students for the Education Minor
ASSISTANT PROFESSOR OF TEACHER EDUCATION, 1989-1995

UNIVERSITY OF LOUISVILLE
DEPARTMENT OF EARLY AND MIDDLE CHILDHOOD EDUCATION, 1986-1989
CLINICAL INSTRUCTOR
Full-Time Faculty, Non-Tenure Track, Louisville, Kentucky

JEFFERSON COUNTY PUBLIC SCHOOLS, 1972-1986
ELEMENTARY TEACHER,
Martin Luther King Jr. Elementary School, Taught Levels 1-6, Louisville,
Kentucky

EDUCATIONAL CONSULTANT, 1986-Present
PROFESSIONAL DEVELOPMENT PROVIDER
for over 30 school districts in Kentucky, Indiana, Pennsylvania, New Jersey,
and Maryland; International Schools in Guatemala, Thailand, and
Philippines; and Textbook Publishers

RESEARCH AND SCHOLARSHIP

BOOKS

AUTHORED BOOKS

- Wellman, D., Columba, L., Kim, C., & Moe, A. J. (in review). *The power of an integrated curriculum: Multiple approaches to content area middle grade instruction*. AZ: Holcomb Hathaway.
- Dougherty, B., Lingo, A., & Columba, L. (2013). *Math of Tomorrow (MOTO)-Clockwise: Learning time with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics Digital.
- Dougherty, B., Lingo, A., & Columba, L. (2013). *Math of Tomorrow (MOTO)-What comes next? Making patterns with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics Digital.
- Dougherty, B., Lingo, A., & Columba, L. (2013). *Math of Tomorrow (MOTO)-Shapes and sizes: Learning geometry with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics Digital.
- Dougherty, B., Lingo, A., & Columba, L. (2013). *Math of Tomorrow (MOTO)-One foot, two feet: Measuring with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics Digital.
- Dougherty, B., Lingo, A., & Columba, L. (2013). *Math of Tomorrow (MOTO)-Everybody counts: Learning to count with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics Digital.

- Dougherty, B., Lingo, A., & Columba, L. (2013). *Math of Tomorrow (MOTO)-It all adds up! Learning to add and subtract with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics Digital.
- Dougherty, B., Lingo, A., & Columba, L. (2013). *Math of Tomorrow (MOTO)-Bits and pieces: Sorting and representing data with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics Digital.
- Leinwand, S., Balka, D., Cleaver, V., Columba, L., Fulmore, L., Miles, R., Cleaver, V., . . . Zimmerman, G. (Draft in review on National Council of Supervisors of Mathematics website, April 2013). *It's TIME—Techniques and Imperatives Mathematics Education: An Agenda for Ensuring that All Students Benefit from the Common Core*. Bloomington, IN: Solution Tree.
- Columba, L., Kim, C., & Moe, A. J. (2009). *The power of picture books in teaching math, science, and social studies: Grades PreK-8* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway.*
- Columba, L., Kim, C., & Moe, A. J. (2005). *The power of picture books in teaching math and science: Grades PreK-8*. Scottsdale, AZ: Holcomb Hathaway.

EDITED BOOKS

- Evitts, T. A., Breyfogle, M. L., & Columba, L. (Eds.). (2012). *Teaching and learning mathematics in the 21st century's first decade, 2011-2012 Pennsylvania Council of Teachers of Mathematics Yearbook*. University Park, PA: The Pennsylvania State University.

BOOK CHAPTER

- Spade, J. Z., Columba, L., & Vanfossen, B. E. (2007). Tracking in mathematics and science: Courses and course selection procedures. In J. H. Ballantine & J. Z. Spade, Eds. In *Schools and society: A sociological approach to education*, (3rd ed.), pp. 286-297. Thousand Oaks, CA: Sage.

JOURNAL ARTICLES

REFEREED (BLIND PEER REVIEW)

- Harmer, A., & Columba L. (in review). Does authentic science inquiry in middle school impact college and career choice? *Journal of Technology Integration in the Classroom*.
- Columba, L., & DeMarco, D. (In review). Mastering multiplication facts using First in Math[®] online program. *Investigations in Mathematics Learning*.
- Columba, L., Hojnoski, R., & Polignano, J. (Revise/Resubmit). Talking a mile a minute: Conversations about measurement. *Teaching Children Mathematics*.

- Hojnoski, R., Columba, L., & Polignano, J. (In press). Embedding mathematical dialogue in parent-child shared book reading: A preliminary investigation. *Early Education and Development*.*
- Columba, L. (2013). Here's the story: Multiplication facts using storybooks. *Teaching Children Mathematics*, 19(6), 374-381 & online appendix 1-3.*
- Szmodis, W., & Columba, L. (2013). Technology for young learners: Making a case for digital tools. *National Teacher Education Journal*, 6(1), 61-68.
- Columba, L. (2012). Sorting mathematical representations: Words, symbols, and graphs. *Learning and Teaching in Mathematics*, 12, 3-8.*
- Draper, L., & Columba, L. (2011). Students creating questions in the mathematics classroom. *Mathematics Teaching-Research Journal*, 5(1), 1-31.
- Fedynyshyn, G, Evans, J., Blank, G., & Columba, L. (2011). Developing fraction concept knowledge with a fraction tutor [Special issue]. *National Teacher Education Journal*, 4(1), 15-20.
- Yudt, K., & Columba, L. (2011). Interactive whiteboards: A tool for enhancing teaching and learning. *Journal of Technology Integration in the Classroom*, 3(2), 17-22.
- Harmer, A. J., & Columba, L. (2010). Engaging middle school students in nanoscale science, nanotechnology, and electron microscopy affects achievement. *Journal of Nano Education*, 2(1-2), 92-101.
- Columba, L. (2010). Weaving the strands: Literature, mathematics, science, and technology. *Pennsylvania Council of Teachers of Mathematics Yearbook 2007-2008, Focusing the Mathematics Curriculum*, 1-13.
- Rolón, A., & Columba, L. (2008). Constructing bridges, constructing knowledge. *Mathematics Teaching-Research Journal*, 2(3), 62-73.
- Kolodziej, N. J., & Columba, L. (2006). Invented spelling: Guidelines for parents. *Reading Improvement*, 42(4), 212-223.
- Smith, C., & Columba, L. (2006). Writing to enhance mathematical understanding. *Pennsylvania Council of Teachers of Mathematics Yearbook, Learning and Teaching Mathematical Processes*, 53-62.
- Columba, L. (2001). Daily classroom assessment. *Education*, 122(2), 372-376.
- Columba, L. & Leight, R. L. (2000). Early immersion in meaningful teaching: School-University collaboration in a summer school program. In P.A. Nelson (Ed.). & J. F. Nolan, Jr. & K. C. Scanlon (Assoc. Eds.), *School and university partnerships: Issues, trends, research, and best practices, (Monograph II, pp. 24-31)*. Pennsylvania Association of Colleges and Teacher Educators.

- Spade, J. Z., Columba, L., & Vanfossen, B. E. (1997). Tracking in mathematics and science: Courses and course selection procedures. *Sociology of Education*, 70(2), 108-127.*
- Columba, L., & Dolgos, K. A. (1996). Building bridges through fraction language. (Reprinted from the *New England Mathematics Journal*). *Virginia Mathematics Teacher*, 23(1), 15-17.
- Columba, L., & Dolgos, K. A. (1996). Integrating mathematics and science through bubble exploration. *1996 Pennsylvania Council of Teachers of Mathematics Yearbook, Integrated Mathematics and Integrating Mathematics*, 1-6.
- Columba, L., & Dolgos, K. A. (1995). Exploring with Geometric Solids. *1995 Pennsylvania Council of Teachers of Mathematics Yearbook, Teaching Mathematics with a Focus on Learning*, 39-44.
- Columba, L., & Dolgos, K. A. (1995). Building bridges through fraction language. *New England Mathematics Journal*, 28(1), 48-55.
- Columba, L., & Dolgos, K. A. (1995). Portfolio assessment in mathematics. *Reading Improvement*, 32(3), 174-176.
- Columba, L., & Dolgos, K. A. (1994). Going the distance: Interpreting data. *1994 Pennsylvania Council of Teachers of Mathematics Yearbook, Mathematics for All Students*, 90-98.
- Dolgos, K. A., & Columba, L. (1993). Alternative assessment: The mathematics portfolio. *1993 Pennsylvania Council of Teachers of Mathematics Yearbook, Alternative Assessment in Mathematics*, 23-28.
- Columba, L., & Dolgos, K. A. (1993). Professional development for teachers of mathematics. (Reprinted from *Education*). *Education*, 114(1), 32-36.
- Columba, L., & Dolgos, K. A. (1993). Professional development for teachers of mathematics. *Education*, 113(4), 656-660.
- Columba, L., & Dolgos, K. A. (1993). Tips for beginners: Daily quiz sheet. *Mathematics Teacher*, 86(5), 378-379.
- Columba, L., & Dolgos, K. A. (1992). Instructional model for the teaching of mathematics. *1992 Pennsylvania Council of Teachers of Mathematics Yearbook, New Standards for Teaching Mathematics*, 37-43.
- Columba, L., & White, G. P. (1992). Writing: A tool for teaching middle level mathematics. *Transcendence: The Journal of Emerging Adolescent Education*, 20(1), 32-41.

- Lunenberg, F. C., & Columba, L. (1992). The 16PF a predictor of principal performance: An integration of quantitative and qualitative research methods. *Education*, 113(1), 68-73.
- Columba, L., & Wire, D. (1991). Nutrition: Educational issue for parenting teens. *Delta Kappa Gamma Bulletin*, 57(4), 18-22.
- Columba, L., & Dolgos, K. (1991). Connecting mathematics and science: Investigating the pendulum. *1991 Yearbook, Mathematics Education Making Connections, Pennsylvania Council of Teachers of Mathematics*, 27-34.
- Columba, L. (1991). Problem solving: An essential skill. *Delta Kappa Gamma Bulletin*, 57(3), 32-36. [Reprinted by San Mateo Department of Education, CA.]
- Columba, L. (1991). Implementing calculators: Issues and implications. *Ohio Journal of School Mathematics*, 20, Winter, 27-29.
- Columba, L. (1990). An issue facing educators today: Censorship. *Kappa Delta Pi Record*, 27(2), 47.
- Columba, L. (1990). Technology is changing the mathematics classroom. *Delta Kappa Gamma Bulletin*, 56(3), 20-22.

INVITED OR EDITORIAL REVIEW (PRESTIGIOUS NONREFEREED)

- Columba, L. (in review). *Flipping for pancakes!* In Math by the Month, M. Amador (Ed.). *Teaching Children Mathematics*.
- Columba, L. (2013). *All hands on deck*. In Math by the Month, C. Poulsen & K. Lilienthal (Eds.). *Teaching Children Mathematics*, 19(8), 478-479.
- Columba, L. (2013, February). Leadership tip: Leadership roles for teacher leaders. *Pennsylvania Council of Leaders in Mathematics Newsletter*, 6-7. [Reprint]
- Columba, L. (2012, Winter). Leadership tip: Leadership roles for teacher leaders. *National Council of Supervisors of Mathematics Newsletter*, 43(2), 9.
- Columba, L. (2012). You take the cake. In Math by the Month, C. Poulsen & K. Lilienthal (Eds.). *Teaching Children Mathematics*, 19(1), 18-19.
- Columba, L., (2011). Hats off to you. In Math by the Month, C. Poulsen & K. Lilienthal (Eds.). *Teaching Children Mathematics*, 18(3), 142-143.
- Columba, L. (2011). Questioning in the mathematics classroom: A classic theory revisited. In Teaching Tip, *Pennsylvania Association of Mathematics Teacher Educators Newsletter*, 5(1), 2.

- Columba, L., (2011). The amazing number nine. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 17(8), 462-463.
- Columba, L., O'Donnell, P., & Sanchez, Y. (2011). A dime @ a time. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 17(6), 340-341.
- Columba, L., (2011). In the garden. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 17(9), 528-529.
- Hammond, T., Columba, L.; & Waddell, L. (2010). On the map with Google Maps. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematic*, 16(9), 522-523.
- Columba, L.; O'Donnell, P., & Frick, A. (2010). Speedy Gonzalez. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 16(8), 456-457.
- Columba, L., Hammond, T., & Waddell, L. (2010). Where is the math in names? In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 16(7), 400-401.
- Columba, L., & Waddell, L. R. (2009). A treasure trove of triangles. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 16(5), 272-273.
- Waddell, L. R., Columba, L.; & Hammond, T. C. (2009). Let's take a trip. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 16(3), 148-149.
- Columba, L.; Hammond, T. C., & Waddell, L. R. (2009). Fun with fascinating and fabulous frogs. In Math by the Month, L. Columba (Ed.). *Teaching Children Mathematics*, 16(2), 88-89.
- Columba, L. (2009). Tantalizing thirteen. In Math by the Month, D. Islas (Ed.). *Teaching Children Mathematics*, 15(9) 540-41.
- Columba, L. (2008). GOPSGEFAR: Gagné's nine events of instruction. In Teaching Tip, *Pennsylvania Association of Mathematics Teacher Educators Newsletter*, 2(4). Retrieved from <http://academics.sru.edu/pamte/teacher/Documents/PAMTE.fall08.final.pdf>
- Columba, L. (2008). Enhancing mathematics and science concepts through children's literature. *Pennsylvania Council of Teachers of Mathematics Magazine*, 46(2), 10-13.
- Columba, L. (2007). Exploring weighty matters with *Cucumber Soup*: An interdisciplinary approach. In Classroom Idea-Sparkers, B. Chakraborty & S. Stone (Eds.). *Childhood Education*, 84(1), 30R-30U.
- Columba, L. (2006). A tree at bedtime investigation: Connecting mathematics, science, and literature. In Classroom Idea-Sparkers, J. Kieff (Ed.). *Childhood Education*, 82(3), 162G-162J.

Columba, L., & Voiles, B. (2006). Problem solving with pink piranhas. *Pennsylvania Council of Teachers of Mathematics Magazine*, 44(3), 16-19.

- Policy change, author's name as editor removed

INSTRUCTIONAL WEBSITE PROJECTS

Dougherty, B., Lingo, A., & Columba, L. (2013). *Teacher Connect*, Online Resources K-2 Digital Series, RTI Levels 1 & 2, www.nctm.org/moto. Reston, VA: National Council of Teachers of Mathematics Digital.

BOOK REVIEWS

Columba, L. (2013, Fall) [Review of the book *Understanding RTI in Mathematics: Proven Methods and Applications*, by R. Gersten & R. Newman-Gonchar.] *National Council of Supervisors of Mathematics Newsletter*, 44(1).

Columba, L. (2013, Summer) [Review of the book *A guide to mathematics coaching: Processes for increasing student achievement*, by T. H. Hull, D. Balka, & R. H. Miles]. *National Council of Supervisors of Mathematics Newsletter*, 43(4), 13.

Columba, L. (2012, Winter). [Review of the book *Caring enough to lead: How reflective practice leads to moral leadership*, by L. O. Pellicer]. *National Council of Supervisors of Mathematics Newsletter*, 43(2), 21.

Columba, L. (2008). Review of the book *Tools for matching readers to text: Research-based practices*. *Education Review*. Retrieved August 28, 2008 from <http://edrev.asu.edu/reviews/rev703.htm>.

PUBLISHED CONFERENCE PROCEEDINGS

Columba, L. (2007). Assessing and helping more students achieve success with First in Math online program. *Proceedings of the 8th International Conference on Technology in Mathematics Teaching*, Hradec Králové, Czech Republic, July.

Columba, L. (2005). Learning through integration: Using literature to teach mathematics and science. *Proceedings of the 4th International Conference on Science, Mathematics and Technology Education*, Victoria, BC, Canada, August.

WORKS IN PREPARATION

BOOKS

Columba, L., & Drake, B. M. (prospectus in preparation). *Reasonin', wRitin' and aRithmetic: The New 3 "R's"*. Thousand Oaks, CA: Corwin Press.

Evitts, T. A., Columba, L., Wilburne, J. W. (Eds.). (In progress). *Mathematics teacher leaders in curriculum, teaching and learning, 2013-2014 Pennsylvania Council of Teachers of Mathematics Yearbook*. University Park, PA: The Pennsylvania State University.

JOURNAL MANUSCRIPTS

Stotz, M., & Columba, L. (in preparation). Pre-Service Teachers Perception and Beliefs of the CCSSM on Mathematical Practice. *Journal of Mathematics Education Leadership*.

Stotz, M., & Columba, L. (in preparation). An Assessment of Learner's Subitizing Skills During an Augmented Reality Math Lessons [Qualifier Research]

Adams, C., & Columba, L. (In preparation). Using classroom response systems to enhance critical analysis skills in introductory science courses. [Qualifier Research]

Columba, L., & Kologie, C. A. (In preparation). Pattern development with digital tools. *International Journal of Mathematics Teaching and Learning*.

Hojnoski, R., Columba, L., & Polignano, J. (In preparation). The effect of book type on mathematical talk during shared book reading in preschool. *Journal for Research in Mathematics Education*.

Rolón, A., & Columba, L. (In preparation). Technology-use and inquiry-based learning supporting the needs of English language learners. [Qualifier Research]

CHAIR OF DISSERTATION COMMITTEE

Whitney Szmodis, PhD. (Expected 2015). Education for Sustainable Development in Cambodia: Examining the Impact of NGO Interventions on Government Education Policy

Megan Stotz, PhD. (Expected 2014). An Assessment of Learner's Subitizing Skills During an Augmented Reality Math Lessons

Kristin Yudt, PhD. (Expected 2014). Interactive Whiteboard -A Proven Tool for Enhancing Teaching and Learning--But, Does it Increase Students' Interest in Mathematics in the Middle School Classroom?

Alex Rolón, PhD. (Expected 2014). Inquiry-Based Learning and Technology-Use Supporting the Needs of English Language Learners in Mathematics Classrooms.

Carol Smith Reed, PhD. (Expected 2014). Writing in Algebra to Promote Reflection and Mathematical Understanding. (on medical leave)

Cindy Adams, PhD. (Expected 2013). Classroom Response Systems and Higher Order Learning: Possible Bridge for Science Gender Gap?

Patricia O'Donnell, EdD. (2011). The Implementation of Science Inquiry: Pre-service Traditional Teachers, Non-traditional Teachers and Epistemological Beliefs.

Yamil Sanchez, EdD. (2010). Promoting Motivation Through Mode of Instruction: The Validation of the Motivation to Learn Science (MLS) Inventory.

- Andrea Harmer, EdD. (2007). Designing for Student Engagement in Middle School Science: Collaborative Problem-Solving in Environmental Science, Using Nanotechnology and Electron Microscopy.
- Judy Koller, EdD. (2006). A Study of the Relationship Between Pre-service Character Education Training and Teacher Efficacy.
- Lisa Slawter, EdD. (2004). Students' Perceptions of Assessment in the Elementary School.
- Michelle Olhson, EdD. (2004). A Study of the Relationship between High-Stakes State Assessment Programs and Classroom Assessment Methodologies.
- Kristel Pfeil Kemmerer, EdD. (2003). Relationship Between the Number of Hours Spent in General Music Class and Reading Skills in Kindergarten through Grade 4.
- Richard, Barno, EdD. (2003). The Selection Process and Performance of Former Home-Schooled Students at Pennsylvania's Four-Year Colleges and Universities.
- Nancy Kolodziej, EdD. (2002). The Relationship between Informing Parents of Both the Rationale and the Reported Benefits of Using Invented Spelling and the Parents' Attitudes towards the Use of Invented Spelling.
- Mary Ellen Kueny, EdD. (2001). A Study of the Long Term Effects of a Prefirst Grade Program on Students' Academic Achievement and Students' Psychosocial Domain Characteristics as Measured in Seventh or Eighth Grade.
- Kathryn Dech, EdD. (2000). Profiles of Discontinued Reading Recovery Students and Program Reading Recovery Students.
- Lubov Iskold, EdD. (1999). An Empirical Study of the Effectiveness of Group Video Viewing in a Comprehension-based Destinos Curriculum in Spanish.
- Carolyn Coyle, EdD. (1998). A History of Educational Publishing Based on the Experiences of the Silver Burdett Company and the Transformation of the Publishing Process.
- Kathleen Hartman, EdD. (1998). Critical Incidents Affecting Developmental College Freshmen's Use and Transfer of Textbook Reading and Study Strategies.
- Grigoruk, Melissa, EdD. (1997). The Relationship of Constructivism to Language and Mathematics Learning.
- Couchara, Sr. Carol Anne, Ed.D. (1997). The Supervisory Role of the Cooperating Teacher: A Study of Critical Incidents which Influenced Student Teachers.
- Ballard, Connie, EdD. (1997). The Relationship Between Self-concept, Academic Performance, and School Perception by African-American Elementary Children.
- Hanlon, Sr. Martha, EdD. (1996). The Governance Relationship Between the Sisters of Mercy and College Misericordia.
- Kistler, Barbara, EdD. (1995). Mathematics Preparation of Elementary Teachers in Pennsylvania.
- Kramer, Pamela A., EdD. (1994). The Role of the University in Meeting the Needs of First Year Teachers.
- Bray, Jane, EdD. (1994). A Comparison of Teacher Concerns for the Non-traditional Student Teacher and the Traditional Student Teacher

MEMBER OF DISSERTATION COMMITTEE

Zeb Johnson (completed 2013)

Ilene Winokur (completed 2013)

Elizabeth Carter (2012-present)*

Amy Moyer (2012-present)

Leslie Djang (completed 2010)

Christina K. Lutz-Doemling (completed 2008)	Sue Ann Miller (completed 1995)
Sophia Wei (completed 2007)*	Sandra Becker (completed 1994)
Heather Urbanski (completed 2007)**	Barbara Fischl (completed 1994)
Roberta Heydenberk (completed 2002)	Robert J. Harwick (completed 1993)
Susanne Samson (completed 2001)	Frank Lemana (completed 1993)
Beverly A. Martin (completed 2001)	Maryan G. McCormick (completed 1994)
Lisa J. Anrejko (completed 2000)	David Wren (completed 1993)
Bradly Landis (completed 1999)	Pat Richards (completed 1992)
Kelly Huff-Benkoski (completed 1998)	Denise LaPage (completed 1991)
Henry Odi (completed 1998)	Margie Hertz (completed 1991)
Mi Jar Lee (completed 1999)	Carol Turoczi (completed 1991)
Suzanne Mueller (completed 1995)	Marie Koals (completed 1991)
Audrey Lam (completed 1995)	Richard Fuller (completed 1990)
	Marlene Beaver (completed 1990)

* Computer Science & Engineering Department

** English Department

GRANTS AWARDED

NATIONAL

Robert Noyce Scholarship Program for Secondary Teachers in Science, Mathematics, Engineering, & Technology (STEM), Levels 7-12, National Science Foundation. Millersville University, PI, J. White: Co-PI's, J. Bray, R. Smith, D. Schultz, & J. Ward. **L. Columba**, External Reviewer. 2011-2015, \$1.1M.

Lehigh Valley Partnership for GK-12 Teaching Fellows: Widening the Pipeline, National Science Foundation, 2007-2013, \$1,541,219.00 PI from Lehigh University, G. Blank; CoPI's G. DeLeo, **L. Columba**, & H. Odi. [541418]

Innovative Technology Experiences for Students and Teachers (ITEST): Launch-Instructional Technology (IT), National Science Foundation, \$1,024,329, 2006-2009, three PI/co-PIs from Lehigh University, G. D. Blank, H. U. Odi & **L. Columba**, 2006-2010.

A Lehigh Valley Partnership to Enhance K-12 Science, Technology, Engineering, and Mathematics (STEM) Education through Graduate Teaching Fellows, NSF. Co-PIs, W. Pottenger, H. Odi, G. DeLeo, G. Blank, W. Bennett, K. Schray, H. Moo-Young, & **L. Columba**, \$1.2 million, 2002-05.

National Science Foundation-Lehigh Valley Mathematics Planning Grant. A \$50,000 grant for collaborative five-member team of Lehigh Valley mathematics educators, 1993-1994.

GRANTS-REGIONAL

Pennsylvania Infrastructure Technology Alliance (PITA). Enhancing First In Math™ Online With Teacher's Guides, Multimedia And Intelligent Tutoring, PI, **L. Columba**. Co-PI's G. Blank & H. Odi, \$44,649, March, 2007-08.

Pennsylvania Infrastructure Technology Alliance (PITA). Assessing and Helping More Students Achieve Success with Firsts in Math Online Program, PI, **L. Columba**. Co-PI--Dr. Henry Odi, Mr. Bob Sun, Dr. William Pottenger, Dr. Glenn Blank, \$43,912.00, March, 2006-07.

LOCAL

Faculty Research Grant. Mathematical Discourse in Shared Storybook Reading, \$2,500. October, 2009-10.

Faculty Innovation Grant. Embedding mathematical discourse in Shared Storybook Reading: Effect on Child Early Mathematical Performance, Co-PI, R. Hojnoski & **L. Columba**, \$25,000. April, 2009-10.

Faculty Research Grant, Funding was received for research using calculators to learn fractions in mathematics classrooms, \$1,225; 2007.

Department of Energy-STAR Mathematics and Science Summer Camp. Co-director of summer camp teaching mathematics to at-risk students, 1993-95.

IBM Technology Equipment for Education. Funding was received for an instructional computer laboratory for teacher preparation, 1990

IN PROGRESS

Science, Technology, Engineering and Mathematics Talent Expansion Program (NSF STEP Proposal), PI, J. Spletzer, Writing Team-B. Berger, J. Swann, K. Schray, **L. Columba**, A. Scott, J. Russo, M. Herr, & G. DeLeo. [In progress, team collecting preliminary data]

BOOK AND CURRICULUM REVIEWS

Learning theories: An educational perspective (4th ed.), D. H. Schunk, Pearson Merrill Prentice Hall, 2005.

Walt Disney Productions, Youth Media International, Curriculum Materials for *Beauty and the Beast*, 2001.

Today's Mathematics: Concepts and Classroom Methods, J. W. Heddens & W. R. Speer, John Wiley Publishers, 2000.

Teaching in the spirit of the NCTM Standards: A fourth-grade teacher's story. Lawrence Erlbaum Associates Inc., Publishers, 1996.

The wonderful world of mathematics: A critically annotated list of children's books in mathematics, National Council of Teachers of Mathematics, 1990.

HONORS

2013 NCSM Leadership in Mathematics Education-Network, Communicate, Support, Motivate, Award in Appreciation for Leadership as the Associate Newsletter Editor, 2011-2013

2012 S.T.A.R. Math, Science & Technology Camp, Lehigh University, Certificate of Appreciation for Commitment to the Summer Camp.

2007 People to People Ambassador Education Forum, Mathematics Education Delegation, Cairo, Egypt, November, 2007

2002 Lehigh Valley Summerbridge, 10 Years of Service, Moravian Academy

2001 Nominated Outstanding Alumnus, University of Louisville

1992 Phi Beta Delta Honor Society for International Scholars, Voce-President, 1993

1990 Nominated as a Cornerstone Consultant, Pennsylvania Comprehensive Reading Program II

1988 Kentucky State Scholarship, Delta Kappa Gamma Society International

EDITORIAL POSITIONS

Editor, National Council of Supervisors of Mathematics Newsletter, 2013-2015

Associate Editor, National Council of Supervisors of Mathematics Newsletter, 2012-2013

Editor, Pennsylvania Council of Teachers of Mathematics Yearbook, *Mathematics Education Ten Years into the 21st Century*, 2010-12; *Mathematics Teacher Leaders in Curriculum, Teaching, and Learning*, 2013-2014.

Editorial Board of the *Contemporary Issues in Technology and Teacher Education (CITE)*, Math, 2012-Present

Editorial Panel, *Journal of Systematic Teaching and Learning*, 2011

Editor, *Teaching Children Mathematics*, Math by the Month Department, National Council of Teachers of Mathematics, 2008-2011, Volume 16; 2008-2010, Volume 17; 2010-2011

PROFESSIONAL PRESENTATIONS

INTERNATIONAL

- Accessing the Inaccessible: The Power of Multiple Approaches to Content Area Instruction.* Co-presented with D. Wellman, C. Kim, & A. Moe. 19th International Reading Association Conference. Chicago, IL, April 2012.
- Literacy Strategies in the Mathematics Classroom: Adapting Reading/Language Arts Strategies to Teach K-12 Mathematics.* Co-presented with W. Peterson. 15th International Conference on Learning, University of Illinois, Chicago, IL, June, 2008.
- Using Children's Picture Books to Teach Geography, History, Mathematics, and Science to Elementary Learners.* Co-presented with A. Moe & C. Kim, International Reading Association, 22nd World Congress on Reading, San Jose, Costa Rica, July, 2008.
- Mastery of Basic Facts with the First in Math Online® Program.* People-to-People Ambassador Professional Forum, Mathematics Education Delegation, Semiramis Intercontinental Hotel, Cairo, Egypt, November, 2007.
- Assessing and Assisting At-Risk Students Achieve with the First in Math Online® Program.* International Conference on Technology in Mathematics Teaching, University of Hradec Králové, Prague, Czech Republic, July, 2007.
- Learning through integration: Using literature to teach mathematics and science.* 4th International Conference on Science, Mathematics and Technology Education, Victoria, BC, Canada, August, 2005.
- Connecting Books to Students to Concepts to Standards: Trade Books as a Dynamic Teaching Tool.* Co-presented with C. Kim & A. J. Moe. Microworkshop, International Reading Association National Conference, San Antonio, TX, May, 2005.
- Connecting Books to Students to Concepts to Standards: Trade Books as a Dynamic Teaching Tool.* Co-presented with C. Kim & A. J. Moe. Microworkshop, International Reading Association National Conference, Reno, NV, May 5, 2004.

- Implementing the National Council of Teachers of Mathematics' Standards.* A week of workshops at the International School of Manila, Philippines, October, 1996.
- Mathematics Assessment. What? How?* A week of professional development workshops at the International School of Bangkok, Thailand, March, 1996.
- Teaching Reading in the Content Areas.* A panel with G. Smith, J. Simmons, S. McKee, & B. Grugel. International Reading Association Annual Meeting, Anaheim, CA, May, 1995.
- Overview of NCTM's Standards and Problem Solving: A Series of Four Seminars.* American School of Guatemala, Guatemala City, Guatemala, SA, August, 1991.

NATIONAL

- So, Here's the Story: Multiple Representations Using Picture Books,* National Council of Teachers of Mathematics, New Orleans, LA, April, 2014. (In review)
- Experience + Reflection = Growth* with M. Stotz, School Science and Mathematics Association, San Antonio, TX, October, 2013.
- Reasonin', wRitin' and aRithmetic: The New 3 "R's"* with B. Drake, National Council of Teachers of Mathematics, Denver, CO, April 20, 2013.
- Writing: A Powerful Tool for Learning Math* with B. Drake, National Council of Teachers of Mathematics, Denver, CO, April 18, 2013.
- Leader Practices that Build Full Knowledge for an Infrastructure to Support High Mathematics Achievement, Communicating Through NCSM* with Mike Hall, National Council of Supervisors of Mathematics, Denver, CO, April 15, 2013.
- Leadership Imperatives for Mathematics Education: An Agenda that All Students Benefit from the Common Core State Standards* with K. Norris, S. Mitchell, S. Leinwand, et al. National Council of Supervisors of Mathematics, Denver, CO, April 2013.
- Writing in the Mathematics Classroom: An Assessment Tool* with B. Drake, Research Council on Mathematics Learning, Tulsa, OK, March 3, 2013.
- The Power of Writing to Learn in the Mathematics Classroom: A New Instructional Model* with B. Drake, Research Council on Mathematics Learning, Tulsa, OK, March 2, 2013.
- Pre-Service Teachers Perception and Beliefs of the CCSSM on Mathematical Practice* with M. Stotz, Research Council on Mathematics Learning, Tulsa, OK, March 1, 2013.
- The Power of Writing to Teach Math and Science: Clarifying Concepts,* with B. Drake, School Science and Mathematics, Birmingham, AL, November, 2012.

- Exploring Life Through Inquiry-Based Learning: A Case Study.* School Science and Mathematics Association, Birmingham, AL, November, 2012. (Mentored P. O'Donnell)
- Using Writing as a Way to Measure Critical Thinking in Biology Courses.* School Science and Mathematics Association, Birmingham, AL, November, 2012. (Mentored Cindy Adams)
- Embedding Mathematical Discourse in Shared Storybook Reading: Effect on Young Learners' Mathematical Performance,* Research Council on Mathematics Learning, Charlotte, NC, February, 2012.
- ABC's and 123's: Using Literature to Teach Mathematics,* Research Council on Mathematics Learning, Charlotte, NC, February, 2012 (Mentored M. Stotz).
- Shared Storybook Reading to Promote "Math Talk,"* School Science and Mathematics, Colorado Springs, CO, November, 2011.
- Pre-Service Science Teachers' Inquiry Implementation: Mixed Methods Design Applying Demographics and Beliefs* with P. O'Donnell, School Science and Mathematics, Colorado Springs, CO, November, 2011.
- Promoting Students' "Math Talk" through Shared Reading,* National Council of Teachers of Mathematics, Indianapolis, IN, April, 2011.
- Strategies for Embedding Mathematical Discourse Through Shared Storybook Reading,* National Council of Supervisors of Mathematics, Indianapolis, IN, April 11, 2011.
- Mastering Basic Facts with Online Tools,* Research Council on Mathematics Learning, Cincinnati, OH, March, 2011.
- Mathematical Discourse Embedded in Stories: A Powerful Tool to Teach Complex Concepts in Math,* Research Council on Mathematics Learning, Cincinnati, OH, March, 2011.
- Pre-Service Teacher Demographics: Beliefs and Trends Concerning Science Inquiry,* Co-presenting with P. O'Donnell, School Science and Mathematics Association, Ft. Myers, FL, November, 2010.
- Embedding Mathematical Discourse in Shared Storybook Reading for Young Learners,* School Science and Mathematics Association, Ft. Myers, FL, Nov. 4, 2010.
- Mathematics Learning for English Language Learners Through Inquiry and Technology.* Co-presenting with A. Rolón, Research Council on Mathematics Learning, Conway, AR, March, 2010.

Embedding Mathematical Discourse in Shared Storybook Reading, National Association of School Psychologists, Chicago, IL, March, 2010.

Promoting Mathematical Discourse Through Shared Story Book Reading. Association of Mathematics Teacher Educators, Irvine, CA, January, 2010.

Pre-Service Science Teachers Using Inquiry-based Instruction: Demographics and Beliefs. Co-presented with P. O'Donnell, School Science and Mathematics Association, Reno, NV, October, 2009.

"Affective Teaching" to Learn Science: What is the Relationship between Practice and Motivation? Co-presented with Y. Sanchez, School Science and Mathematics Association, Annual convention, Reno, NV, October, 2009.

Promoting Mathematical Discourse Through Shared Reading. School Science and Mathematics Association, Annual Convention, Reno, NV, October 2009.

Developing Fluency in Basic Facts: Integrating Strategy Instruction with First in Math Online Program (Research Session). National Council of Teachers of Mathematics Annual Meeting, Washington, DC, April, 2009.

Teaching and Learning Basic Facts Using Online Tools. National Council of Supervisors of Mathematics Annual Meeting, Washington, DC, April, 2009.

Writing in Algebra to Promote Reflection and Mathematical Understanding. Co-presented with C. Reed, Research Council on Mathematics Learning, Rome, GA, March, 2009.

"Affective Teaching" to Learn Science: What is the Relationship between Practice and Achievement? Co-presented with Y. Sanchez, School Science and Mathematics Association, Annual Convention, Durham, NC, November, 2008.

Writing in Algebra to Promote Reflection and Mathematical Understanding. Co-presented with C. S. Reed, School Science and mathematics Association, Annual Convention, Durham, NC, November, 2008.

Student Teacher Demographics and Beliefs: Do They Affect Science Inquiry Implementation? Co-presented with P. O'Donnell, School Science and Mathematics Association, Annual Convention, Durham, NC, November, 2008.

Developing Mathematical Understanding through Writing Explanations. Research Session, National Council of Teachers of Mathematics Annual Meeting, Salt Lake City, Utah, April, 2008.

Supporting Basic Fact Instruction with the First in Math Online® Program. Research Session, National Council of Teachers of Mathematics Annual Meeting, Salt Lake City, Utah, April, 2008.

Assessing and Assisting At-Risk Students Achieve with the First in Math Online[®] Program. Association of Mathematics Teacher Educators, Eleventh Annual Conference, Irvine, CA, January, 2007.

University/Industry/School Collaboration: A Model at Lehigh University. Co-presented with H. Odi, G. DeLeo, & J. RaHS. National Consortium for Continuous Improvement in Higher Education, Honolulu, HI, July, 2006.

Professional Development Model: Coaching/Mentoring in the Elementary Mathematics Classroom. Ethnographic and Qualitative Research in Education, Dayton, OH, June, 2006.

The Magical (Mathematical) World of Books: The Power of Picture Books in Teaching Complex Mathematics Concepts. Co-presented with C. Kim & A. Moe. Microworkshop, International Reading Association National Conference, Chicago, IL, May, 2006.

Literature as the Connecting Agent: Developing Mathematical Concepts. Co-presented with A. Moe. National Council of Teachers of Mathematics Annual Meeting and Exposition, St. Louis, MO, April, 2006.

Professional Development Model: Coaching/Mentoring in the Elementary Mathematics Classroom. Association of Mathematics Teacher Educators Tenth Annual Conference, Tampa, FL, January, 2006.

Exploring Mathematical Concepts Through Children's Literature. Co-presented with C. Kim & A. J. Moe. National Council of Teachers of Mathematics, National Conference, Philadelphia, PA, April, 2004.

Using Picture Books to Teach Mathematics and Science in the Elementary School Classroom. Co-presented with C. Kim and A. Moe. National Council of Teachers of Mathematics, San Antonio, TX, April, 2003.

Using Multimedia Learning to Increase the Number of Women and Under-Represented Minorities in Computer Science & Engineering Education. Co-presented with W. Pottenger. Institute of Electrical and Electronics Engineers, Deans Summit II: Fostering Campus Collaborations, Miami, FL, January, 2003.

A Unified Elementary Teacher Education and special Education Certification Program at Lehigh University—In the Works. Co-presented with A. Jitendra. Learning Disability Association of America, Reno, Nevada, February, 2000.

Friendliness with Fractions. NCTM Central Regional Conference & School Science and Mathematics Association Annual Conference, Louisville, KY, October, 1998.

Exploring Content Subject Literature in Literacy Methods Courses, Integrating Content Instruction in the College Classroom. A panel with G. Smith and P. Richards, Symposium at the Annual of the Association of Supervision and Curriculum Development, March, 1996, New Orleans, LA.

Action in Fractions - Hands-on Thinking Tools. National Council of Teachers of Mathematics, Annual Meeting, Indianapolis, IN, April, 1994.

Multiple Perspectives of Computer-Assisted Instruction in the Elementary Classroom. Co-presented with G. Smith, INFOCOMM and Association of Educational Communications and Technology, Annual Meeting, New Orleans, LA, January, 1993.

How Computers Change the Learning Environment. Co-presented with G. Smith, Association of Supervision and Curriculum Development, Annual Meeting, Washington, D.C., March, 1993.

Far-out Fractions: No Limits-Teaching Fractions with Manipulatives. National Council of Teachers of Mathematics, Annual Meeting, New Orleans, LA, April, 1991.

Curriculum Tracking in Mathematics and Science. Co-presented with J. Spade. American Educational Research Association, Annual Meeting, Chicago, IL, April, 1991.

Perceptions of Teachers Regarding the First Years of Teaching. Co-presented with R. Leight, Association of Teacher Educators, Annual Meeting, New Orleans, LA, February, 1991.

A Pocketful of Perplexing Problems. School Science and Mathematics Association, Annual Meeting, Cincinnati, OH, 1990.

PRESENTATIONS REGIONAL

Writing: A Tool to Organize and Clarify Mathematics Concepts, NCTM Regional Conference, Louisville, KY, November 8, 2013.

PRIME2: Mathematics Education Leadership Imperatives, NCTM Regional conference, Las Vegas, NV, October, 2013.

Writing: A Tool to Organize and Clarify Mathematics Concepts, NCTM Regional Conference, Las Vegas, NV, October 25, 2013.

Writing: A Tool to Promote Students' Understanding of Math, 61st Annual PCTM Conference, Harrisburg, PA, November, 2012.

New Members and First Timers' Orientation, NCTM Regional Conference, Hartford, CT, October 25 & 26, 2012.

- Here's the Story: Teaching Math Concepts with Picture Books*, NCTM Regional Conference, Hartford, CT, October, 2012.
- Using the Power of Stories to Develop Mathematical Concepts*, Gallery Workshop. NCTM Regional Conference, Atlantic City, NJ, October, 2011.
- Early Career Teacher Day*. Facilitator. Pennsylvania Council of Teachers of Mathematics Meeting, Radisson Penn Harris Conference Center, Camp Hill, PA, November, 2010.
- More to Discourse Than Meets the Ears*, Pennsylvania Council of Teachers of Mathematics Meeting, Radisson Penn Harris Conference Center, Camp Hill, PA, November, 2010.
- Embedding Mathematical Discourse in Shared Storybook Reading for Young Learners*. NCTM Regional Conference, Baltimore, MD, October, 2010.
- Promoting Mathematical Discourse Through Shared Story Book Reading*. Pennsylvania Association of Mathematics Teacher Educators, Shippensburg, PA, May, 2010.
- Incorporating Inclusion Topics in Elementary Education Teacher Preparation*, Chairing a Round Table. Pennsylvania Association of Mathematics Teacher Educators, Shippensburg, PA, May, 2010.
- Increasing "Math Talk" Through Shared Story Book Reading*. 58th Annual Pennsylvania Council of Teachers of Mathematics Meeting, Pittsburgh, PA, November, 2009.
- Developing Mathematical Power with Children's Literature*. 57th Annual Pennsylvania Council of Teachers of Mathematics Meeting, Split Rock, PA, November, 2008.
- Assessing Basic Fact Fluency with the First in Math Online Program (PAMTE Spotlight)*. 56th Annual Pennsylvania Council of Teachers Mathematics Meeting, Valley Forge, PA, November, 2007.
- Engaging and Exciting Explorations: Manipulatives to Enhance Learning Math*. Second Annual Secondary Math Conference, Colonial Intermediate Unit 20, Teaching Strategies Strand, Easton, PA, June, 2007.
- Elementary Mathematics Content*. Chairing a Round Table. Pennsylvania Association of Mathematics Teacher Educators, Shippensburg, PA, April, 2007.
- Basic Facts: Constructing Efficient Mental Tools*. 55th Annual Pennsylvania Council of Teachers of Mathematics Meeting, Seven Springs Mt. Resort, PA, October, 2006.
- Using Picture Books to Teach Reading and Writing and Mathematics and Science in Elementary Classrooms*. Co-presented with A. Moe. Florida Reading Association Fall Conference, Orlando, FL, October, 2006.

- The Power of Picture Books in Teaching Mathematics.* 54th Annual Pennsylvania Council of Teachers of Mathematics Meeting, Harrisburg, PA, October, 2005.
- Using Children's Trade Books as a Dynamic Teaching Tools in Elementary Classrooms.* Co-presented with A. Moe, K. Brown, & S. B. Collard III. 22nd Southeast IRA Regional Conference, Biloxi, MS, December, 2004.
- Leadership and Excellence for Administrators in Pennsylvania Schools (LEAPS).* Pennsylvania Department of Education and Pennsylvania Academy for the Profession of Teaching and Learning. Harrisburg, PA, January & February, 2003.
- Homework: A powerful instructional tool,* Radio Talk Show, WHYI, Marty Moss-Coane, FM91, August, 2001.
- Early immersion in meaningful teaching: School-University collaboration in a summer school program.* Pennsylvania Association of College Teacher Educators, Harrisburg, PA, October, 2000.
- Calculators: An Electronic Manipulative for Developing Number Sense.* NCTM Eastern Regional Conference, Philadelphia, PA, October, 2000.
- Calculators: An Electronic Manipulative for Thinking.* Pennsylvania Council of Teachers of Mathematics, 48th Annual Meeting, Lake Harmony, PA, March, 1999.
- A Unified Elementary and Special Education Certification Program at Lehigh University—In the Works.* Co-presented with A. Jitendra & L. Kern. Pennsylvania Federation Council for Exceptional Children, 40th Annual Convention, Harrisburg, PA, November, 1999.
- Friendliness with Fractions.* NCTM Eastern Regional Conference, Cleveland, OH, November, 1997.
- Friendliness with Fractions.* NCTM Eastern Regional Conference, Philadelphia, PA, November, 1995.
- Fascinating Fractions - A Hands-on Approach.* NCTM Eastern Regional Conference, Pittsburgh, PA, October, 1993.
- Fascinating Fractions - A Hands-on Approach.* NCTM Eastern Regional Conference, Columbus, Ohio, September, 1992.
- The Action in Fractions - Hands-on Thinking Tools.* NCTM Canadian Regional Conference, Montreal, Quebec, August, 1992.
- Overview of NCTM Standards for School Mathematics.* Gloucester Township School District, Keynote Address, Gloucester, New Jersey, May, 1992.

Overview of the Standards. South Jersey Area Schools. Berlin, NJ, April, 1992.
Writing: A Tool for Teaching Middle Level Mathematics. Pennsylvania Council of Teachers of Mathematics Annual Meeting, Valley Forge, PA, March, 1992.

Overview of the Standards. Wilkes-Barre Area School District, Wilkes-Barre, PA, February, 1992.

Teaching Mathematics Developmentally. Principals of the Diocese of Pittsburgh, Pittsburgh, PA, January, 1992.

Hands-on Problem Solving: Activities, Ideas, and Games. NCTM Central Regional Conference, Louisville, KY, October, 1991.

Fabulous and Fascinating Fractions. NCTM Southeastern Regional Conference, Baltimore, MD, October, 1991.

Fun and Fascinating Fractions. Elementary Workshop. Pennsylvania Council of Teachers of Mathematics, Pittsburgh, PA, March, 1991.

Software for Diagnostic and Prescriptive Mathematics, K-12. DPMA Conference, Capital Area Intermediate Unit, Summerdale, PA, November, 1990.

LOCAL

Charter School Appeal Board, Pennsylvania Department of Education, Formal Hearing, Harrisburg, PA, May, 2013

Tips for Successful Transfer from Community College to Four-Year Institutions, Meet and Greet for Transfer Students, Lehigh University, September, 2012.

Allentown School District Board, Roberto Clemente Charter School Expansion Request, *Roberto Clemente K-5 Programs,* December, 2010.

LV-STEM Graduate Fellow Workshop, *Classroom Management and Questioning Strategies,* Lehigh University, November, 2009.

LV-STEM Graduate Fellow Workshop, *Instructional Design,* Lehigh University, September, 2009.

LV-STEM Team Leadership Meeting, *Orientation to the Formative Teacher Candidate Evaluation Form,* Lehigh University, September, 2009.

Launch-It: Information Technology, Fuego Flash Team, Lehigh University, Three week course, July, 2009.

LV-STEM Leadership and Team Building Workshop, Lehigh University, training for the new teams for the NSF LV-STEM Grant, July 2009.

- LV-STEM Graduate Fellow Orientation Workshop*, Lehigh University, training for the new graduate fellows in the NSF, LV-STEM Grant, July, 2009.
- Launch-It: Information Technology, Fuego Flash Team*, Lehigh University, Three week course, July, 2008.
- How Students Learn: Models of Learning*, Teacher Development Program for Graduate Students, Lehigh University, October, 2007.
- Launch-It: Information Technology, Fuego Flash Team, Lehigh University*, Three week course, July, 2007.
- PRIME: Investigations and Everyday mathematics*, Northampton Community College, Two week course, July, 2006.
- PRIME: Partners Realizing Improvement in Mathematics Education, Data Analysis*, K-6 Follow-up Workshop, Northampton Community College, April 5, 2006.
- PRIME: Partners Realizing Improvement in Mathematics Education, Algebra*, K-6 Follow-up Workshop, Northampton Community College, February, 2006.
- PRIME: Partners Realizing Improvement in mathematics Education, Geometry Standard*, K-6 Follow-up Workshop, Northampton Community College, January, 2007.
- Friendliness with Fractions*, Allentown School District, March, 2005.
- Algebra in Grades K-3*, PRIME Follow-up Workshop, Northampton Community College, March, 2005.
- Place Value Concepts: Renaming & Regrouping*. Allentown School District, March, 2005.
- Geometry Concepts: Area, Perimeter, Pentominoes*. Allentown School District, March, 2005.
- PRIME: Partners Realizing Improvement in Mathematics Education, Estimation/Mailing Investigation*, Northampton Community College. November, 2004.
- Peer-Led Team Learning Training*. Training Undergraduate students as Peer Leaders. NSF Grant. Lehigh University. August, 2004.
- Bethlehem Area School District, Constructivist Approach to Teaching Mathematics, Freedom High School, September, 2004.
- PRIME: Investigations and Everyday mathematics*, Northampton Community College, Two week course, July, 2004.

- Peer-Led Team Learning Training.* Training Undergraduate students as Peer Leaders. NSF Grant. Lehigh University. September, 2003.
- SCIME II: Data Driven Mathematics in Grades 3-5.* Northampton Community College. June -July, 2003.
- Science, Technology, Engineering, and Mathematics: Theory Into Practice,* NSF Two Week Workshop, Coordinator and Instructor, July-August, 2003.
- Problem Solving & Measurement.* Eisenhower Grant Follow-up Workshop. Northampton Community College. April, 2003.
- Data Driven Mathematics in Grades 3-5,* Two Week Course, Eisenhower, Northampton Community College, July, 2003.
- Measurement NCTM Standards: Metric System,* Levels 3-5, Northampton Community College, Eisenhower Grant, April, 2003.
- Algebraic Reasoning,* Levels 3-5, Northampton Community College, Eisenhower Grant, February, 2003.
- Integrating Mathematics and Other Disciplines for Elementary Teacher,* Levels 3-5, Two Week Course, Eisenhower, Northampton Community College, July, 2002.
- Geometry for Elementary Teachers,* Levels K-6, Two Week Course, Eisenhower Grant, Northampton Community College, July, 2001.
- Representations: The New Process Standard,* Levels K-2, Intermediate Unit 20, May, 2001.
- Multiple Intelligences and Learning Styles,* Levels K-12, Intermediate Unit 20, April, 2001.
- Implementing NCTM's Principles & Standards in School Mathematics,* Levels K-6, Eisenhower Grant, Pleasant Valley School District, August, 2000.
- Teaching Mathematics Through Projects,* Levels 3-5, Eisenhower Grant, Northampton Community College, July, 2000.
- PowerPoint Workshops for Teachers K-12,* Eisenhower Grant, Northampton Community College, June, July, August, 1999.
- Technology & Assessment,* Levels 3-5, Two Week Course, Eisenhower Grant, Northampton Community College, July, 1999. *Team-Teaching Across Disciplines,* Faculty Development & Learning Innovations Program, Lehigh University, October, 1999.
- Family Relationships: Facts vs. Fiction,* Training Institute of Early Head Start Workshops, Lehigh Valley Hospital, November, 1999.

- Calculators in the Elementary Classroom, K-4 & 5-6*, Washington Township Elementary, NJ, October, 1998.
- Report on AAHE Conference*, Faculty Development & Learning Innovations Program, Lehigh University, April, 1998.
- Mathematics Made Easy*. WGPA Radio Station, 1100 AM, Parenting Matters, Bethlehem, PA, February, 1998.
- Using the Internet to Teach Mathematics*, Two Week Course, Eisenhower Grant, Northampton Community College, July, 1998.
- Implementing Technology: Internet, Graphing Calculators, E-mate*, Phillipsburg School District, April, 1998.
- Teaching Mathematics Through Art*. Diocese of Bethlehem, Bethlehem Catholic High School, June, 1997.
- Mathematics in the 21st Century*. Quakertown School District, Quakertown High School, September, 1997.
- Learning Styles/Teaching Styles*. Faculty Development and Teacher Assistant Orientation, Lehigh University, 1993.
- Calculating Mentally: A Real-life Skill*. MathConn93, Cedar Crest College, 1993.
- The Standards and Implications for Curriculum*. Curriculum Resource Series, Intermediate Unit 20 & 21, October, February, and April, 1992.
- Integrating Writing and Mathematics*. The Lehigh University Middle Level Institute II, Bethlehem, PA, March, 1991.
- Far-out Fractions: No Limits*. MathConn91, Cedar Crest College, 1991.
- Mathematics Education: A View for the Curriculum Coordinator*. Curriculum Council at Intermediate Unit 20, 1991.
- Teaching Mathematics/Science for Concept Development*. Mathematics/Science Conference, Reading, PA, 1990.
- Effective Teaching Strategies*. Faculty Development In-service and Teacher Assistant Orientation, Lehigh University, 1990-92.
- Diversity Awareness Workshops*. Lehigh University Faculty and Centennial School Faculty, 1990.
- Numerous other local presentations to school districts and professional organizations.

TEACHING AND ADVISING

ACADEMIC ADVISING

	2013	2012	2011	2010	2009	2008	2007
Undergraduate	9	8	35	7	6	14	27
Graduate	15	29	12	33	30	17	26

COURSES TAUGHT AT LEHIGH UNIVERSITY (SPRING 2007- SPRING 2013)

TLT 380	Child Development and Cognition— <i>New preparation</i> , Summer 2012, Spring 2013, Summer 2013
LST 420	Critical Reading & Writing (Academic writing for publication)— <i>New preparation</i> , Summer 2009, Spring 2012
TBTE 448/ TLT 438	Mathematics in Middle Level & High School Education, Fall 2007, Spring 2011, Fall 2012
TBTE 428/ TLT 428	Mathematics in Elementary Education, Spring 2007, Summer 2007 Course 1, Summer 2007, Course 2, Spring 2008, Summer 2008, Spring 2009, Summer 2009, Fall 2009, Summer 2010, Fall 2010, Summer 2012, Spring 2013, Summer 2013
TLT 428	Mathematics and Numeracy in Pre-K through 4 th Grade -- <i>New preparation</i> , Fall 2012, Fall 2013, Summer 2013
TBTE/TLT 407	Designing Instruction for K-12 Classrooms, Spring 2006, Summer 2010, <i>new preparation</i> ; Summer 2011
TBTE 461/ TLT 440	Participation in Teaching, (Name Change) Pre-Professional Seminar Spring 2007, Summer 2007, Fall 2007, Spring 2008, Summer 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Spring 2012, Spring 2013
Educ 495	Independent Study, Spring 2007, Summer 2012, Fall 2012
Educ 499	Dissertation, Spring 2007, Spring 2008, Spring 2009, Fall 2008
Educ 486	Doctoral Qualifier, Spring 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013
TLT 442	Intern Teaching Supervision, Spring 2010

CURRICULUM DEVELOPMENT

PITA Grant-Curriculum Development for Levels 6th-7th for students learning fraction concepts on First in Math® Online Software, a series of lesson plans using manipulatives to teach fraction concepts, used by Diluvium Software Company to develop story boards in 2007 and a tutorial in 2008.

Launch-It (NSF Grant) Curriculum Development for Levels 8th & 9th Flash Team,
2007-10.

Technical Report First in Math (PITA Grant) Interventions to Promote Basic Fact Learning, 2008-2011.

Learning Sciences and Technology Doctorate (LST) New doctoral program across colleges, housed in the College of Education, but involves faculty from all four colleges, interdisciplinary and highly collaborative, member of the workgroup.

Technology-based Teaching and Learning-Shared Core Implementing new technologies into the teacher certification program, i.e. Digital Portfolios, Blackboard, Internet, iMovie, Inspiration, Dreamweaver MX, etc.

The 5-Year Bachelor's and Master's Combined Degree Program Developed and coordinated the 5th Year Masters and certification program in the College of Education for undergraduates in the Arts and Sciences, Engineering, and Business Colleges

SERVICE

NATIONAL

Board of Directors, National Council of Supervisors of Mathematics (NCSM),
2011-2013

Communications Committee, National Council of Supervisors of Mathematics (NCSM), 2011-2013

Outside Review for Tenure/Promotion, Ohio University, January 2012

Associate Editor, National Council Supervisors of Mathematics, Leadership in Mathematics Education, Newsletter, 2011-1213

Editor, National Council of Supervisors of Mathematics, Leadership in Mathematics, Newsletter, 2013-2015

Editorial Board, Association for the Advancement of Computing in Education (AACE) Publications, 2012-Present

Reviewer, National Council of Supervisors of Mathematics, *Journal of Mathematics Education Leadership*, 2013

Reviewer, National Council of Teachers of Mathematics, Hartford, CT, Conference Proposals (over 200 proposals), 2011

National Council of Teachers of Mathematics National Conference, Philadelphia, PA, April 2012, Team Leaders of Volunteers

Reviewer, Research Council for Mathematics Learning (RCML) Conference Proceedings, 2011, 2012, & 2013; Reviewer for *Investigations in Mathematics Learning, 2013*

Reviewer, *Nanotechnology Reviews*, 2011

Program Committee for the NCTM Regional Conference, Hartford, Connecticut, October 24-26, 2012. Primary reviewer for the PreK-2 grade band; Secondary reviewer for the 3-5 grade band (4000 attendees). [NCTM Committee Database Training]

Board of Directors, School Science and Mathematics Association (SSMA), 2011-2014.

Conventions Committee, Chair, School Science and Mathematics Association (SSMA), 2011-2014

Program Chair, Research Council for Mathematics Learning (RCML), 2011 National Conference, Cincinnati, OH.

Member, Nominations and Elections Committee, School Science and Mathematics Association (SSMA), 2010-2011.

Outside Reviewer for Tenure/Promotion, University of Louisville, November, 2009; University of Ohio, February, 2011

Reviewer, Association of Mathematics Teacher Educators (AMTE), Research Paper Proposals for 2010 Conference, Research Paper Proposals for 2011 Conference. Proposals for 2012 and 2013 Conference.

Representative, National Council of Supervisors of Mathematics (NCSM) at National Council of Teachers of Mathematics (NCTM) in Washington, DC, April 23, 2009 and in Indianapolis, IN, April 12, 2011 and Philadelphia, PA, April 2012.

Reviewer, Ethnographic and Qualitative Research Conference (EQRC), Conference Research Paper Proposals for 2008, 2009, 2010, 2011, 2012, & 2013 Conferences.

Member, Publications Committee, School Science and Mathematics Association (SSMA), 2008-10.

Reviewer, Association of Mathematics Teacher Educators (AMTE), Conference Research Paper Proposals for 2009 Conference; 2010 Conference; 2011 Conference; Conference 2012; Conference 2013.

Representative, Association of Mathematics Educators (AMTE) at National Council of Teachers of Mathematics (NCTM) in Salt Lake City, UT, 2008.

Member of the Nominations and Elections Committee, Association of Mathematics Teacher Educators, 2007-08.

Reviewer, National Council of Teachers of Mathematics, *Teaching Children Mathematics*, 2007-2013.

Reviewer, National Educational Computing Consortium, Conference Research Paper Proposals for 2008 NECC Conference.

Ad hoc Reviewer, *Contemporary Issues in Technology and Teacher Education (CITE)*, 2007.

REGIONAL/STATE/LOCAL

Office, Representative to Pennsylvania Council of Teacher of Mathematics (PCTM), Pennsylvania Council of Leaders of Mathematics (PCLM), 2012-2014.

Office, Secretary, Pennsylvania Association of Mathematics Teacher Educators (PAMTE), 2012-2014.

Pennsylvania Association of Mathematics Teacher Educators (PAMTE) Symposium Planning, Mathematics Department at Shippensburg University, May 12 & 13, 2011.

Office, Member-at-Large, Pennsylvania Council of Teachers of Mathematics (PCTM), 2011-2013.

Office, Member-at-Large, Representing Private Institutions, Pennsylvania Association of Mathematics Teacher Educators (PAMTE), 2010-2012.

Pennsylvania Council of Teachers of Mathematics, Member of the Planning Committee for Early Career Day (for beginning mathematics teachers), 2010-11.

Pennsylvania Association of Mathematics Teacher Educators, Facilitator-Round Table, *Incorporating Inclusion Topics in Elementary Education Teacher Preparation*, Shippensburg, PA, May 13, 2010.

Coordinator for the Harrison Morton Middle School & LV-STEM Science Night, Allentown School District, Grades 6-8, May 21, 2009.

Pennsylvania Association of Mathematics Teacher Educators, Facilitator-Round Table, *Assisting Pre-Service Teachers with their Misconceptions of Fractions*, Shippensburg, PA, May 14, 2009.

- Reviewer, Pennsylvania Department of Education (PDE), Program Assessment Content Area Mathematics Levels 4-8, Reviewer for the New Certificate Application Review Process. Edinboro University, March, 2009; Point Park University, January, 2010; Gwynedd-Mercy, April, 2010; resubmission, November, 2010.
- Pennsylvania Department of Education (PDE), Content Area Reviewer Training (1st cohort with new guidelines), Harrisburg, PA, January, 2009.
- Member of the Nominations and Elections Committee, Pennsylvania Association of Mathematics Teacher Educators, 2008-09.
- Pennsylvania Association of Mathematics Teacher Educators, Chair Roundtable-*Elementary Research*, Shippensburg, PA, May 15, 2008.
- Pennsylvania Council of Teachers of Mathematics, Committee Chair-NCTM Materials/Book Store 56th Annual Conference, Valley Forge, November 7-9, 2007.
- Pennsylvania Association of Mathematics Teacher Educators, Chair Roundtable-*Elementary Content*, Shippensburg, PA, April 19, 2007.
- PRIME: Partners Realizing Improvement in Mathematics Education, Mentoring sixteen teachers in classroom, implementing constructivist/standards-based approach to teaching mathematics, 2006-07.
- Pennsylvania Department of Education Review Team, Institutional Approval, Reviewed Early Childhood and Elementary Education Programs, Eastern University, Radnor, PA, March 16-18, 2005.
- Seminar to Enhance Statewide Coordination of K-12 Academic Standards with Postsecondary Specific Teacher Education Program Guidelines, Pennsylvania Department of Education-Mathematics, University of Pittsburgh-Johnstown, PA, by invitation June 16-18, 2003.
- Pennsylvania Department of Education Office of Policy and the Bureau of Teacher Certification and Preparation, Teacher Preparation Program Guideline Revision Background Report, Elementary Education Committee, Harrisburg, PA, Feb. & Mar., 2005.
- Pennsylvania Department of Education Review Team Member, Shippensburg University, Widner University, University of Pittsburgh, Bloomsburg University, Indiana University of Pennsylvania (2001).
- Board of Trustees, Roberto Clemente Charter School, 2002-Present
Vice President, 2011-Present

Curriculum Advisory Board, Roberto Clemente Charter School, 1999-Present, Chair,
2010-Present

Executive Committee, Roberto Clemente Charter School, 2013-Present

Bethlehem Area Vocational-Technical School Advisory Board, 1992-1996

America 2000-Task Force #4-Mathematics and Science, 1992-93

CCD Teacher, St. Thomas More, 1989-93

UNIVERSITY

University Center Project Program Committee, 2013-2014

University Nominations Committee, 2011-2014; Chair, 2012-2013

Faculty Committee on Student Life (At Large), 2012-2014

Search Committee for the Academic Outreach and Leadership Position, 2011-2012

Committee on Evaluation of Academic Outreach and Leadership Position, 2011

Educational Policy, Standing Subcommittee on University Writing, 2007-2012

Faculty Financial Planning and Operations Committee (FFPOC), 2008-12, Chair,
2010-2011 & Spring, 2012

Representative, Finance Committee, 2010-2011; Spring, 2012

Benefits Allocation Review Team (BART), Phase I, 2010-2011

Faculty Steering Committee, 2008-10

Personnel Committee, Self-nominated, Fall, 2009 (Election not held)

Graduate Research Committee, 2007-2010, Co-chair, 2008-09, Chair, 2010

Subcommittee GRC, Standing of Graduate Students (SOGS), 2009-2010

Subcommittee GRC, Fellowship Selection, 2008-2009

Subcommittee GRC, Curriculum, Chair, 2007-2008

Honorary Degree Committee, 2007-2010

Commencement Speaker Committee, 2009-2011; Chair, 2010-2011

University Committee on Discipline, 1995-1998; 2007-2009; 2009-2012; 2012-2015

Enhancing Graduate Education, 2009-2010

Reader at Commencement/Diploma Distributor, 1994-2011

Strong Student Program, 2007-08

University Search Committee, Writing Across the Curriculum Coordinator,
Spring, 2006

Middle States Accreditation Subcommittee—Technology Support for a Learning-
Centered Mission, 2006-08

Campus Restoration and Enhancement Plan Review Committee, 2004-2006

Advisory Board for STAR-Students That Are Ready, 2004-Present

Student Life Policy Review Committee, 2002-2003

Faculty Compensation Committee, 2000-2003

Candidate's Day, 1995-2003

Forum Steering Committee, 1996-1999

Faculty Development, 1990-1998

Summer Sessions Advisory Committee, 1993-94, 1996-97

Community Action Committee, Steering Committee, 1991-92

President's Advisory Board on Child Care, 1991-1997

Faculty Disciplinary Appeals Committee, 1991-1993 1999-2000; Chair, 1992-93,
2000-2004; Chair 2002-2004; Co-chair, 2005-06

English as a Second Language Advisory Committee, 1992-1998

Lehigh Valley Educational Cooperative, 1990-1993

Women's Commission, 1989-1991

Diversity Awareness Trainer, 1991-92

Phi Beta Delta Honor Society, Vice-President, 1992-94

College

College of Education Search Committee, Teaching, Learning, & Technology
Program, 2009-2010, 2010-2011

College of Education, Promotion & Tenure Committee (Substitute), Spring, 2008

College of Education, Phi Delta Kappa Account Executive, 2007-Present

Member of the Teacher Certification Curriculum Revision Committee, 2007-08

College of Education Search Committee, Chair, Teaching, Learning, & Technology Program, 2005-2006; 2006-2007

Program Coordinator/Director, Teaching, Learning, & Technology, 1996-2000; 2005-08

Coordinator of Minor in Education Program, 1989-2008

PROFESSIONAL AFFILIATIONS

TODOS Mathematics for ALL

National Council of Teachers of Mathematics
Program Committee, Hartford Regional Conference, 2011-2012

Association of Mathematics Teacher Educators

Research Council of Mathematics Learning
Annual Conference Program Chair, 2011

National Council of Supervisors of Mathematics
Board of Directors, Assoc. Editor of Newsletter 2011-2013; Editor of Newsletter 2013-2015
Communications Committee, 2011-2015

Psychology of Mathematics Education, An affiliated study group of the International Commission on Mathematical Instruction

School Science and Mathematics Association
Board of Directors & Conventions Committee Chair, 2011-2014

National Association of Education of Young Children

Pennsylvania Council of Teachers of Mathematics
Delegate at Large, 2011-2013; 2013-2015

Pennsylvania Council of Leaders of Mathematics
PCLM Representative on the PCTM Board, 2012-2014

International Reading Association

Pennsylvania Association of Mathematics Teacher Educators
Secretary, 2012-2014
Member-At-Large, Private Institutions, 2010-2012

Phi Delta Kappa

Delta Kappa Gamma

Association for Supervision and Curriculum Development

Pennsylvania Association of College Teacher Educators

Phi Beta Delta

Lehigh Valley Association for Academic Women

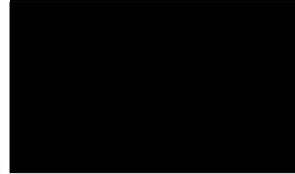
* Selected publications for external review.

Alexander Rolón

Work Information

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610.861.4163 arolon@northampton.edu

Personal Information



Research Interest:

- **Primary Area:** Effective mathematics instruction and technology-use for English Language Learners (ELLs)
- **Secondary Areas:** Mathematics education; technology-based education in the mathematics classroom; multicultural education; Texas Instrument graphing calculators; calculus; operations research/management science

Education

- Ph.D. Learning Sciences and Technology, Lehigh University, Currently enrolled
- Doctoral work in Mathematics, Lehigh University, 1998-1999
- M.S. Applied Mathematics, Indiana University of Pennsylvania, 2000
- B.A. Mathematics, East Stroudsburg University, 1996
- B.A. Spanish, East Stroudsburg University, 1996

Awards and Honors

- Member of the Editorial Board for Mathematics Teaching-Research Journal, Fall 2007-present
- Project NExT Fellow, Spring 2005-present
- Indiana University Graduate Assistantship 1996-1998
- Lehigh University Graduate Fellowship 1998-1999

Professional Positions

- Northampton Community College, Associate Professor Mathematics Department, 2007-present
- Northampton Community College, Assistant Professor Mathematics Department, 2004-2007
- East Stroudsburg University Project Upward Bound, Instructor and Math Coordinator, 1998-2007
- Lehigh University, Adjunct Instructor College of Business and Economics, Spring 2005, Spring 2006.

- Northampton Community College, Instructor Mathematics Department, 2000-2004
- East Stroudsburg University Project Upward Bound, Interim Assistant Director, Summer 2004
- Moravian College, Adjunct Instructor Mathematics Department, Summer 2003
- DeSales University (formerly Allentown College), Adjunct Instructor Mathematics Department, Fall 1999-Spring 2000
- Warren County Community College, Adjunct Instructor Mathematics Department, 1999-2000
- Bethlehem Area School District, Mathematics Specialist, 1999-2000

Publications

- Rolón, A., & Columba, L. (2008, September 30). Constructing bridges, constructing knowledge. *Mathematics Teaching-Research Journal Online*, 2(3).
- Rolón, A. (2007, August 28). Gender differences in mathematics departments at colleges and universities across the United States: Towards and inclusive environment. *Mathematics Teaching-Research Journal Online*, 2(1).
- Rolón, A. (2006). TI-user guide. In Shira, J. (Ed.), *Calculus* (8th ed.). Boston: Houghton Mifflin.

Professional Experience

I. Experiences in Conducting Teacher Workshops

- **Presenter:** Understanding your Hispanic Students (updated), Northampton Community College: Main campus and Monroe campus Super Saturday, Spring & Fall 2013
- **Facilitator:** Spanish Wrap-up session for Parents at *Your Future is Now Conference*, Lehigh Carbon Community College (LCCC), Spring 2011
- **Facilitator:** Multicultural Student Panel Discussion at *Your Future is Now Conference*, LCCC, Spring 2012
- **Presenter:** Preliminary Research: Mathematics Learning for English Language Learners Supported by Inquiry and Technology, 7th Annual Meeting of the Research Council on Mathematics Learning, University of Central Arkansas, Conway, AK, Spring 2010
- **Presenter:** Understanding your Hispanic Students, Northampton Community College: Fowler South Side Campus, December 8, 2006

- **Presenter:** EPCTM Mind Over Calculators, Kutztown University, March 25, 2006,
- **Peer Facilitator:** Northampton Community College, Bethlehem, PA *PRIME-Partners Realizing Improvement in Mathematics Education Grant*, Follow-up workshop in conjunction with Dr. H. Lynn Columba, Theme: Measurement, December 2005
- **Presenter:** EPCTM Implementing a Multicultural Approach to Teaching Mathematics, Kutztown University, November 12, 2005
- **Co-presenter:** Northampton Community College, Bethlehem, PA, MSPGP (Mathematics Science Partnership Grant of Greater Philadelphia) Workshop: Project-Based Calculus, October 29, 2005
- **Peer Facilitator:** Northampton Community College, Bethlehem, PA, *PRIME* Two-week course Grades K-3, Everyday Math Workshop with an Emphasis in Geometry, Summer 2005
- **Facilitator:** Tracy Elementary School, Easton Area School District, Easton, PA, *Training on TI-15 Calculators*, October 11, 2002:
- **Presenter:** Northampton Community College, Bethlehem, PA, *Eisenhower Mathematics Enhancement Grant*; Theme: Multicultural Mathematics: Enhancing Your Curriculum with a Multicultural Perspective and Activities, Summer 2000 and 2001
- **Facilitator:** The Governor's Academy for Urban Education: *Council for Basic Education's Academy for Teaching Excellence*, Muhlenberg College, Allentown, PA. *Evidence to Excellence Workshop*, Summer 2002
- **Peer Facilitator:** Northampton Community College, Bethlehem, PA, *Eisenhower Mathematics Enhancement Grant*
Two-week course Grades 3-5: Teaching Mathematics Using Projects Workshops with an Emphasis on Science Integration, Summer 2002,

II. Participation in workshops or formal training in pedagogy or as a professional developer

- Fall 2014, Statistics Workshop: Making Sense of Statistics: Improving Conceptual Understanding, New Orleans, Louisiana
- Member of the Spring 2012 class Project Blueprint
- Fall 2006 - 2010, Principal Investigator (PI), MetLife Pathways to College Success Grant (\$100,000)
- Fall 2009, Lehigh University, Presented mini-workshop on Understanding Your Hispanic Students in Dr. H Lynn Columba's Elementary School Teacher Methods Class.
- Fall 2004-2006, Mentor for Partners Realizing Improved Mathematics Education (PRIME) Grant
- Spring 2006, Participant in Introducing Indivisibles into Calculus Instruction – Second Generation of Calculus Reform NSF Grant hosted by Hostos Community College and Bronx Community College, under the supervision of Bronislaw Czarnocha and Vrunda Prabhu:
<http://www.hostos.cuny.edu/departments/math/mtrj/index.htm>
- Spring 2005, Lehigh University, Presented a lesson on TI-89 Graphing calculators for future teachers in Dr. H. Lynn Columba's Class: TBTE 448 Mathematics in Middle Level and High School Education
- May 2005, Demonstrated a Mathematics lesson on Measurement: The Golden Ratio, Raub Middle School, Allentown, PA
- April 29-30, 2005 MSTP Project's Show-Me Conference and Curriculum Showcase, Long Island, NY
- April 16, 2005 Participant on Panel Discussion on the Annual Conference for the EPADEL Section of Mathematics Association of America (MAA) Project NeXT at Lafayette College
- May 2002, American Mathematics Association of Two Year Colleges (AMATYC) Regional Conference in Teacher Preparation, El Paso, TX.
- Fall 2001 AMATYC's Crossroad Workshop: Faculty Development Workshop
- Spring semesters, Moravian's Annual Student Conference,

Courses Taught

I. Northampton Community College

- MATH022 Elementary Algebra
- MATH 026 Intermediate Algebra
- MATH 118 Foundations of Mathematics I
(formerly Mathematics for Elementary Education and Early Childhood)
- MATH 119 Foundations of Mathematics II
- MATH 140 College Algebra
- MATH 145 Trigonometry
- MATH 150 Statistics
- MATH 160 Precalculus
- MATH 180 Calculus I
- MATH 181 Calculus II
- MATH 210 Calculus III
- MATH 202 Discrete Mathematics
- MATH 211 Differential Equations
- BUSA 201 Business Statistics

II. Lehigh University

- GBUS 492 Quantitative Methods in Business (graduate course)

III. DeSales University

- MATH 109 Survey of Mathematics
- MATH 110 Finite Mathematics

IV. Moravian College

- MATH170 Calculus I
- MATH171 Calculus II

IV. Warren County Community College

- MAT151/BUS151 Business Statistics

V. FE Foundation of The Hispanic Chamber of Commerce

- SAT Math Preparation for high school students in the program

Course Development

- Diversity Designation for statistics course (MATH150) as a diversity option
 Planning on making MATH150 an option for students to use as a diversity course as part of the General Core Curriculum
- MATH202 Discrete Mathematics
 An introduction to mathematical discrete structures and algorithms will be presented. Topics include: sets, logic, proof techniques, mathematical induction, combinatorics, relations, graph and trees
- MATH181H Calculus I (Honors) (in progress)
 Adopted a more challenging and comprehensive course for the Honors Program that will be starting in the Fall semester 2006.
- Created a user guide manual for the TI-89/TI-92*plus* calculators to use in the calculus classes

Professional Service

-
- Taught SAT Math Enrichment, Fé Program, Hispanic Chamber of Commerce of the Lehigh Valley January – March, 2012, 2013, & 2014.
- Textbook Reviewer, *Trigonometry* 8th edition, Lial/Hornsby, Addison Wesley
- Collaborated in writing the Adjunct Support Manual for *Trigonometry* 8th edition, Lial/Hornsby, Addison Wesley
- Quoted on back of Edwards and Penney *Differential Equations & Linear algebra* 2nd edition Pearson-Prentice Hall

Professional Organizations:

- Member, Pennsylvania Council of Leaders of Mathematics, PCLM
- Member of Mathematical Association of America, MAA
- Member, National Council of Teachers of Mathematics, NCTM
- Member, Pennsylvania Council of Teachers of Mathematics, PCTM
- Member, Association of Mathematics Teacher Educators, AMTE
- Member, Eastern PA Council of Teachers of Mathematics, EPCTM
- Member, Eastern PA DE Region of MAA, Project NExT Fellow

- Member, Pennsylvania State Mathematics Association of Two-Year Colleges, PSMATYC
- Member, National Association of Developmental Education, NADE
- Member, Pennsylvania Association of Developmental Education, PADE

College-wide Service

- Member of Safe Space Program at NCC, Fall 2011- present
- Member of the Core Team for Achieving the Dream Initiative, 2006-2010
- American Federation of Teachers, 2000-present
 - Chair Scholarship sub-committee of the Education Committee, 2003
- Advisory Community Board (ACT 101) member, Spring 2002-2006
- NCC Hispanic Caucus Fall 2000-present
- Hispanic American Cultural Club Advisor, Fall 2002-present
- NCC Honors Advisory Board, Spring 2005-present
- Diversity Task Force, September Fall 2005-present
- Elected member of the College Wide Disciplinary Committee, Fall 2005
- Science Olympiad Evaluator/Proctor, Spring 2005, Spring 2006
- Curriculum Committee Fall 2000-Spring 2004
- Sociology Faculty Search Committee, Fall 2001
- Mathematics Faculty Search Committee, Spring 2001, Fall 2002, Fall 2005
- Retention Committee, Fall 2000-Spring 2001

Community Service

- Member, Board of Trustees, Roberto Clemente Charter School, Jan. 2007-present
- Member, Board of Directors Old Allentown Preservation Association, Summer 2007-present
- Member, Board of Director Big Brothers Big Sisters of the Lehigh Valley, Fall 2001-Fall 2002
 - Volunteer for Bowl for Kid's Sake
 - Volunteer for Golf for Kid's Sake
- Member, The Old Allentown Preservation Association, Fall 2004-present
 - Active member of Safe, Clean and Green (SCG) Sub-committee
- Judge for The Morning Call 2001 Newspaper Carrier Scholarship Award

- Tutor mathematics to middle school students in the Pa'lante after-school program at Casa Guadalupe, a non-profit social service organization in Allentown, PA, 2000-2004
- Panelist in the first Minority Community Forum Town Hall meeting held at the Greater Shiloh Church in Easton, PA, 2007.

Jill Sperandio

Associate Professor
Educational Leadership Program
College of Education, Lehigh University
111 Research Drive, Iacocca A207, Bethlehem, PA 18015
610-758-3392 jis204@lehigh.edu

Education

Doctor of Philosophy, Educational Policy and Administration (with a specialization in Comparative Education), University of Chicago, Illinois, USA (June 1998).

Dissertation: *Girls' secondary education in contemporary Uganda: Unintended outcomes of well-intentioned policy*. This mixed-methods study included a quantitative analysis of gender-differentiated examination results by school type, a replication study of a survey of 800 girls in secondary schools, their backgrounds, experiences and aspirations that was first conducted in 1965, and a qualitative analysis of secondary school experiences for girls including teacher surveys, interviews and classroom observations. This data was used to assess the likely impact on girls of proposed policy changes for secondary education in Uganda.

Master of Education, Secondary Education and Administration, Worcester State College, Massachusetts, USA (June 1983).

Postgraduate Certificate in Education, University College of Wales, Aberystwyth, UK (June 1969).

Bachelor of Arts, Joint Honors, Geography and American Studies, University College of Wales, Aberystwyth, UK (June 1968).

Employment History

Associate Professor, Educational Leadership Program, Lehigh University, Bethlehem, PA. (August 2010 – present). Responsible for teaching graduate courses at both Masters' and Doctoral degree level for both the domestic and the international section of the educational leadership program. Courses are taught online, at Lehigh, and at school sites abroad. Other responsibilities include student advising for doctoral dissertations, committee work at the college and university level, conducting research, publishing manuscripts.

Assistant Professor, Educational Leadership Program, Lehigh University. (August 2004-2010).

Program Evaluator and Teacher Trainer for the International Baccalaureate Organization (IBO), (1998-present). Conduct program evaluations in schools worldwide for the MYP and Diploma programs, and training sessions at school sites for teachers in the program.

School Accreditation Team Member for the Council of International Schools (CIS). (1998-present). Undertake school and program evaluation for accreditation purposes in international schools worldwide.

Deputy Headmistress, International Secondary School, Eindhoven, Netherlands. (September 2003-August 2004). Responsible for the day to day running of the school (ages 11-18), discipline issues, teacher training, the accreditation procedure for the IBO Middle Years Program, involvement of parents from the different national groups represented at the school (primarily Dutch, British, U.S, Turkish, Japanese and Korean), and innovative 'out of class' weeklong interdisciplinary program experience for the 11-16 year olds.

Principal, The International School of Azerbaijan, Baku, Azerbaijan. (August 1998-2002). Responsible for the development of Middle and High Schools, implementation and authorization of IBO Primary, Middle and Diploma programs, school accreditation by North American and international agencies, faculty recruitment and training, and day to day operation of the school and community relations. Introduced a community service program linking the international school community to local Azeri schools and institutions. Oversaw the adoption and integration of an independent pre-school operation, and several building programs as the school expanded.

Principal, Escuela Campo Alegre American International School, Caracas, Venezuela. (August 1995-1998). Responsible for the day to day operation of the Middle School, standardized testing, community relations and field trip program, together with school wide leadership responsibilities. Led reform of differentiated classes in mathematics, and the introduction of a local studies program including field trips to study the natural and social environments of Venezuela.

Adjunct Faculty, Departments of Geography and Education, College of DuPage, Illinois. (1992-1995). Taught foundation courses in the teacher education program, and undergraduate geography courses.

Graduate Assistant, Consortium for Chicago School Reform, University of Chicago. (1994-1995). Undertook a study of reform models involving of the closure of non-performing schools.

Principal, The International School of Tanganyika, Tanzania. (August 1990-1992). Responsible for developing a 'middle school' identity, local studies and field trip programs, middle school assemblies and after-school activities program.

Department Head, Geography, The International School of Tanganyika, Tanzania. (August 1984-1990). Taught to pre-university level (IBO Diploma program) and organized the geography program for 11-18 year old students.

Department Head, Geography, Verdala International School, Malta. (August 1975-1982).

Teacher and Department Head: Geography, New English Secondary School, Kuwait. (August 1973-1975).

Teacher: Geography and English, Namagunga Secondary School, Uganda. (August 1969 –1971).

Publications

Book Chapters: Refereed*

Sperandio, J., & Kagoda, A. (2009). Learning from experience: Improving equality of access and outcomes for girls in Uganda's universal post primary education and raining initiative. In D. S. Baker, & A. Wiseman (Eds.), *Gender, Equality, and Education from International and Comparative Perspectives*, Volume 10 (pp.89-123). International Perspectives on Education and Society Series. St. Louis, MO: Elsevier Science/Emerald Publishing.

Sperandio, J. (2008). Context and commonalities in the journey to educational leadership for Ugandan women. In D. M. Beaty, W. H. Sherman, A. J. Munoz, S. J. Mills, & A. M. Pankake (Eds.), *Women as school executives: Celebrating diversity*. (pp. 47-61). Houston, TX: TCWSE Monograph.

*Chapters have been peer-reviewed prior to acceptance for publication.

Book Chapters: Edited

Sperandio, J. (2011 in press). In M. Hildegard, C. Fahrenwald & J.B. Quirin, (Eds.) *Gender and education: Towards a new strategies of leadership and power*. Augsburg, Germany: Epubli/Holtzbrinck.

Sperandio, J. (2009). Preparing women for educational leadership: Opportunities in non-formal education in Bangladesh. In H. Sobehart (Ed.), *Women leading education across the continents* (pp.143-155). New York, NY: Rowland and Littlefield Education.

Kagoda, A., & Sperandio, J. (2009). Ugandan women: Moving beyond historical and cultural understandings of educational leadership. In H. Sobehart (Ed.), *Women leading education across the continents* (pp.49-57). New York, NY: Rowland and Littlefield Education.

Murakami Ramalho, E., & Sperandio, J. (2009). Riding the intercultural wave: Educational leaders developing intercultural practices in international schools. In J. Collard (Ed.), *Leadership and intercultural dynamics* (pp.279-297). (Leadership and Social Justice Series). Charlotte, NC: Information Age Publishing Inc.

Sperandio, J. (2000). Leadership for adolescent girls: The role of secondary schools in Uganda. In C. Sweetman (Ed.), *Women and leadership* (pp. 57 - 63), Oxfam Focus on Gender Series. Oxford, UK: Oxfam.

Articles in Refereed Journals

Sperandio, J., & Kagoda, A. (2011 *in press*). Balance, persistence and a thick skin:

Michelle C. Hopkins

BACKGROUND SUMMARY

Strong healthcare industry background working predominately with healthcare insurance companies such as Medicare, Medicaid, HMO and PPO and various other commercial insurance. Versatile professional adept at managing multiple projects, providing exceptional customer support, and streamlining office operations for major productivity gains. Strong understanding of ICD-9 and diagnosis codes. My strengths include:

- Proven track record in meeting deadline requirements.
- Experienced in maintaining a high level of confidentiality
- People-oriented, work well within a team or independently
- Expert in building patient/provider relationships
- Repeated success in problem resolution.
- Strong communication skills
- Experience in optimizing billing processes

PROFESSIONAL EXPERIENCE

FRESENIUS MEDICAL CARE., Allentown, PA

Patient Account Representative

10/2006 – 11/2012

Worked with central admissions office team to obtain and verify patient data to complete admissions process.

- Interviewed insurance providers to obtain necessary patient data for patient admissions approval.
- Responsibilities include: Billing for medical and all commercial carriers, following up on pending accounts or denying claims for their status and heavy data entry.
- Used ICD-9 codes to determine the medical benefits available to patients.
- Maintained and updated pending patient data through research with patient, clinical staff and/or referral sources.
- Verified Medicaid and Medicare statuses using the HIQA, ePACES and Emdeon systems.
- Updated patient insurance information based on notifications of changes and terminations.
- Participated in weekly team meetings providing insurance alerts of changes that affected overall company billing processes.

HEARTLAND HOSPICE AND HOMECARE, Allentown, PA

4/2005 – 10/2006

Hospice Team Coordinator

Provided patient care for terminally ill patients.

- Calculated and entered nursing payroll into the Infosys systems.
- Processed patient admissions and discharges.
- Updated patient medications via physician's transcriptions.
- Maintained and updated patient chart information
- Ordered all patient medical equipment as needed.
- Managed multi-line phone system.

EASTON HOSPITAL, Easton, PA

Patient Access Registrar

04/2004 – 04/2005

Provided administrative support to the Emergency Unit Department.

- Conducted interviews with patients to acquire necessary information for registration process.
- Obtained necessary patient signatures for consent of hospital care.
- Verified all patient insurances for billing and conducted follow-ups when necessary.
- Collected patient co-pays and outstanding balance payments.
- Prepared medical charts for distribution to medical records staff.

PROFESSIONAL EXPERIENCE (CONTINUED)

PALMETTO GOVERNEMENT BENEFITS ADMINISTRATION., Columbia, SC **06/2003-12/2003**
Finance Technician III
Provided administrative support processing benefits for active military, veterans and their beneficiaries

- Processed refund check claims of government contractors by researching administrative corrections to internal claims processing systems.
- Maintained inventory of claims by conducting check paid analysis and manual adjustments.
- Created and sent disbursement letters to providers.
- Reported daily balances and assisted with processing of returned mail.

ADDITIONAL WORK EXPERIENCE

THE BABCOCK CENTER., Columbia, SC **01/2001-06/2003**
Accounts Receivable Bookkeeper

SOUTH CAROLINA STATE CREDIT UNION, Columbia, SC **5/1999-12/2000**
Teller

COMMUNITY FEDERAL SAVINGS AND LOAN, Winnsboro, SC **01/1995-5/1999**
Teller

COMPUTER SKILLS

Proficient in Microsoft Word, Excel, Outlook, and Windows 7
 Hand-on experience with Medical Manager, Infosys, Proton, Navinet and Emdeon

EDUCATION

University of South Carolina, Columbia, SC **1994**
 Bachelor of Science Degree in Retail Merchandising

Lehigh Carbon Community College, Schnecksville, PA **2006**
 Certificate in Medical Terminology

Profile

I graduated from East Stroudsburg University in 1976 with a Bachelor of Science degree.

Began my Banking career with First National Bank of Allentown in 1980 in their Management Trainee program. First National Bank of Allentown evolved into Meridian Bank and I began my commercial Banking career with Meridian Bank as an Assistant Vice President in 1986.

In 1991 I joined then First Fidelity Bank as an Assistant Vice President in Commercial Lending and became Vice President of Commercial Lending in 1993. First Fidelity Bank evolved into First Union Bank and then Wachovia Bank.

In 2002 I joined Nazareth National Bank as a Vice President of Commercial Lending. Over the years Nazareth National Bank involved into KNBT, and then National Penn Bank.

I am currently on the Board of Trustees of Cedar Crest College, Vice President on the Board of Boys & Girls Club of Allentown, and Treasurer on the Board of Directors of the Roberto Clemente Charter School.

John Bassler
Vice President
Commercial Banking
National Penn Bank
2 City Center
645 Hamilton Street, Suite 1000
Allentown, PA 18101



HUMAN RESOURCES CAREER PROFILE

Results-focused, quality-driven professional with extensive experience in Human Resources demonstrating consistent achievement of objectives, strong service skills, and dedication to organizational goals. Advanced presentation and relationship development abilities, with track record of engaging people throughout all areas of the business.

Core Knowledge & Skill Areas:

- ◆ Recruitment & Onboarding
- ◆ Training & Communications
- ◆ Talent Management
- ◆ Team Building
- ◆ Relationship Building
- ◆ Event Planning

RELEVANT EXPERIENCE	CLEMENS FOOD GROUP	1986 - PRESENT
	HR - TEAM MEMBER CARE & CONNECTION	2011 - Present
	Responsible for creating structure and processes around a new initiative envisioned by Sr. Management to create a more Caring, Connected and Engaged work environment. Created CFG Cares infrastructure and a team of 14 individuals to help support and sustain the vision throughout all areas of the Company. This is all about building brand ambassadors and team unity, building knowledge and awareness about the business, and providing opportunities for Team Members to serve and make a difference in the communities where they live.	
	HR - TALENT MANAGEMENT	2005 - 2011
	HR - ORGANIZATIONAL DEVELOPMENT	1998 - 2005
	HR - TRAINING & COMMUNICATIONS	1996 - 1998
	MARKETING - CONSUMER AFFAIRS	1992 - 1996
	QA - LAB TECHNICIAN / R&D and PRODUCT FORMULATIONS / CONSUMER AFFAIRS	1988 - 1992
	OPERATIONS - PRODUCTION WORKER	1986 - 1988

COMMUNITY SERVICE		
	Roberto Clemente Charter School Board Member	2013 to present
	Indian Valley Chamber of Commerce Business Development Committee	2002 - 2004
	Indian Valley Chamber of Commerce Board of Directors	2000 - 2003
	Calvary Baptist Church Deacon Board	1997 - 2000

EDUCATION	
	Bob Jones University, Greenville, SC - Bachelors, Business Administration
	Philadelphia Biblical University, Langhorne, PA - Masters in Organizational Leadership

Carla I. Ortiz-Belliard



Education

- 2007-2014 Lehigh Valley Association of Realtors
Real Estate , Law Ethics, Finance , Continuing Education Program
- 2006-2007 Scott White Real Estate Institute
Real Estate Certificate, License
- 1998-2000 Lehigh Carbon Community College
Associate Degree , Travel and Tourism
- 1997-1998 Hispanic American Organization
Nurse Assistance Certificate

Work Experience

- 2010– Present Century 21 Keim ,
Real Estate Sales Agent,
Assist in the process of selling or buying residential and commercial
properties .Advice sellers and buyers about legal aspect involves in the
selling process as well as in the buying process.
- 2000-Present Travel Impressions / American Express Vacations,
Customer Care Specialist
Assist customers with onsite travel needs, responsible for emergency
accommodations and relocation of passengers due to unforeseen
circumstances such as Hurricane, Earthquake or any other major
catastrophic situation while traveling .
- 1998-2000 Sacred Heart Hospital
Certified Nurse Assistance
Assist patients with activities of daily living. Assist nurse and Doctors as
needed. Take vital signs. Informed nurse and keep record on patient
status .

Volunteer Work

St. Francis Retreat House .Dioceses of Allentown
Facilitate training (Protecting God Children Program) for adults when
necessary

Carla I. Ortiz-Belliard

Languages

English and Spanish

Computer Skills

Quick Books Finance Certificate
Windows, Word Processor ,Excel
Sabre System
Tech 7

Licenses and Certificates

Real Estate Sales Agent License
Nurses Aid Certificate
Customer Service Certificate

Reference:

Available upon request

Rev. Francisco J. Franceschi

He was born in San Juan, Puerto Rico and graduated at Robinson High School, a Methodist School in 1956. He did his undergraduate and graduate studies in Puerto Rico; He obtained his B.A. from University of Puerto Rico in 1964 and his Masters in Education with an elective in History in 1976. His religious studies began at The Evangelical Seminary of Puerto Rico from 1975 to 1979 as a part-timer and graduated from the Ministerial Course Program at Garrett Evangelical Theological Seminary in Evanston, Illinois in 1994.

His working experience has been at Banco Popular de Puerto Rico 1963-1965. Among his many achievements in Allentown, PA are: Co-founder of the Hogar-Crea in Allentown (a job seeker and shelter program for males in drug recovery) where he served as President of the State Organization for several years; active member at LEPOCO Organization, acted as member in several committees of Allentown's School District (before being hired by them). Member of the Association of Latino Pastors, member of the Allentown's Conference of Churches, Director of the Allentown Center City Ministries of the United Methodist Church.

Rev. Franceschi was a member of the Board of Directors at HAO for several years, and a supporter of the establishment of the Roberto Clemente Charter School within the community and within Allentown's School District. He has been a member of the Board of Roberto Clemente Charter School for ten years.

On a more personal note he married his childhood sweetheart Sylvia in 1964. Now he is a widower with ten grandchildren and two great-grand-children who are his joy.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization **Roberto Clemente Elementary Charter School**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	47341.00	55401.00	55401.00			158143.00
2. Fringe Benefits	15409.00	19251.00	20913.00			55573.00
3. Travel	3000.00	3000.00	3000.00			9000.00
4. Equipment	89400.00	56930.00	59430.00			205760.00
5. Supplies	109300.00	9000.00	11500.00			129800.00
6. Contractual	33000.00	56500.00	50000.00			139500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	297450.00	200082.00	200244.00			697776.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	297450.00	200082.00	200244.00			697776.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

Do you have an Indirect Cost Rate Agreement approved by the Federal government? ___ Yes No

If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ ED ___ Other (please specify): _____ The Indirect Cost Rate is _____ %

For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %

PR/Award # U282B140006

Name of Institution/Organization: **Roberto Clemente Elementary Charter School**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

Roberto Clemente Elementary Charter School
2014/2015
YEAR 1 (Planning)

1 Personnel

Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$ 26,681.00
Networking Administrator (5hrs/wk)(52 weeks)(\$31/hr)	\$ 8,060.00
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$ 12,600.00

\$ 47,341.00

2 Fringe Benefits

FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 32.55%

\$ 15,409.00

3 Travel

Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)
 \$ 3,000.00 |

\$ 3,000.00

4 Equipment

1 Server including infrastructure	\$ 21,650.00
30 Computers	\$ 30,000.00
2 Printers/Copier	\$ 2,500.00
Smart Classrooms (3 projectors/boards)	\$ 7,250.00
Telephone/PA/Video Systems	\$ 15,000.00
Security Surveillance System	\$ 13,000.00

\$ 89,400.00

5 Supplies

(6) Classrooms (desks, chairs, bookshelves, cabinets, white boards)	\$ 33,000.00
ESL/Special Ed Room (desks, chairs, bookshelves, cabinets, white board)	\$ 2,400.00
Art Room (desk, stools, shelves, cabinets, white boards, art tables)	\$ 4,950.00
Library (desk, chairs, tables, bookshelves, cabinets, carts)	\$ 4,950.00
Text Books	\$ 62,000.00
Library Books	\$ 2,000.00

\$ 109,300.00

6 Contractual

Online Resources	
Student Management System	\$ 5,000.00
Benchmark Testing	\$ 5,000.00

"Success For All" Programs	
Cooperative Learning/Tutoring/Curriculum Training	\$ 11,000.00
Dual Language Program Strategies	\$ 10,000.00
Induction Program Training	\$ 2,000.00

\$ 33,000.00

Total \$ 297,450.00

**Roberto Clemente Elementary Charter School
2015/2016
YEAR 2 (Implementation-1)**

1 Personnel

Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$ 26,681.00	
Networking Administrator (10hrs/wk)(52 weeks)(\$31/hr)	\$ 16,120.00	
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$ 12,600.00	
		\$ 55,401.00

2 Fringe Benefits

FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 34.75%		\$ 19,251.00
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3 Travel

Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)	\$ 3,000.00	
		\$ 3,000.00

4 Equipment

1 Server including infrastructure	\$ 17,230.00	
30 Computers	\$ 30,000.00	
Smart Classrooms (4 projectors/boards)	\$ 9,700.00	
		\$ 56,930.00

5 Supplies

Text Books	\$ 7,000.00	
Library Books	\$ 2,000.00	
		\$ 9,000.00

6 Contractual

Online Resources		
Student Management System	\$ 5,000.00	
Benchmark Testing	\$ 5,000.00	
Program Evaluator	\$ 5,000.00	
"Success For All" Programs		
PD & Coaching K-5	\$ 20,000.00	
Dual Language Program Strategies	\$ 10,000.00	
Saxon Math Training	\$ 7,000.00	
Technology Integration Training	\$ 2,500.00	
Induction Program Training	\$ 2,000.00	
		\$ 56,500.00

Total \$ 200,082.00

**Roberto Clemente Elementary Charter School
2016/2017
YEAR 3 (Implementation-2)**

1 Personnel

Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$ 26,681.00
Networking Administrator (10hrs/wk)(52 weeks)(\$31/hr)	\$ 16,120.00
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$ 12,600.00

\$ 55,401.00

2 Fringe Benefits

FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 37.75%	\$ 20,913.00
--	--------------

\$ 20,913.00

3 Travel

Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)	\$ 3,000.00
--	-------------

\$ 3,000.00

4 Equipment

1 Server including infrastructure	\$ 17,230.00
30 Computers	\$ 30,000.00
2 Printers/Copier	\$ 2,500.00
Smart Classrooms (4 projectors/boards)	\$ 9,700.00

\$ 59,430.00

5 Supplies

Text Books	\$ 6,000.00
Library Books	\$ 5,500.00

\$ 11,500.00

6 Contractual

Online Resources	
Student Management System	\$ 5,000.00
Benchmark Testing	\$ 5,000.00

Program Evaluator	\$ 8,000.00
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"Success For All" Programs	
Coaching & Evaluations	\$ 20,000.00
Building A Professional Community Program	\$ 2,500.00
Standard Align System	\$ 1,000.00
Developing Assessments	\$ 4,000.00
FOSS Training	\$ 4,500.00

\$ 50,000.00

Total \$ 200,244.00

Roberto Clemente Elementary Charter School

Admission of Students

The Board shall establish age requirements for the admission of students that are consistent with statutory requirements, sound educational practice and that ensure equitable treatment of all eligible children.

1. The Board shall be responsible for establishing a program of registration of students.
2. If the pool of eligible students exceeds the available seats for a given grade, a lottery will be conducted according to the conditions outlined in the lottery process.
3. No student shall be admitted for the first time to any Roberto Clemente Elementary Charter School class or program who has not been immunized against such diseases as are enumerated by the State of Pennsylvania Advisory Health Board and in a manner directed by the State Secretary of Health and duly constituted state and municipal health authority.
4. A student may whose parent/guardian objects in writing to such immunization for religious reasons or whose physician certifies that the student's physical condition counter-indicates immunization, be exempt from the requirements for immunization.
5. A student entering Roberto Clemente Elementary Charter School from another school shall enter in the grade level they would have been had they remained in their previous school.
6. Any waiver to this policy shall be approved by the Board.

Student Enrollment

Every student admitted to Roberto Clemente Elementary Charter School is required to complete the Registration Packet. The appropriate language translation of all forms should be provided for non-English speaking families. This packet should include the following:

Registration Form

This form is used to record all basic information about the student and the family, including home, work, and emergency telephone numbers. It is extremely important that a parent or guardian sign this form.

Free and Reduced Price Meals Application

This form allows families to apply for federally funded meals, and it must be completed for all students. Student name, address, signature, and proof of income or federal assistance number must be included; all such information must reflect the student's status no more than 30 days prior to the school's opening. Some families will already know that they qualify for such programs and will have their federal assistance number or a letter from the government available, which will automatically qualify them for government-funded meals. It is important to photocopy such materials and attach them to the application.

Medical Forms

This set of forms, which must be submitted for all students within the first 30 days of attendance, includes immunization schedules; family medical information; the child's medical history, including allergies; and all of the necessary forms to authorize the administration of medication to a student.

Record Release

This form gives the school permission to obtain all records pertaining to a given student from his/her previous school. This form must be completed and must include the telephone number and address of the previous school, as well as the signature of a parent/guardian.

Home Language Survey

This form is used to gather information about the primary language spoken in the student's home.

Uniform Order Forms

This form must be given to all families along with a reminder that uniforms are required by the school. Families should be encouraged to purchase their child's uniform as soon as possible to ensure compliance with the school dress code.

Application data should be entered into the enrollment database as the forms are submitted.

RE-ENROLLMENT

In February, a letter should be sent from the Principal to all parents/guardians informing them of the need to re-enroll their children to secure their places at the school the following year.

In April, re-enrollment packets should be sent home, including a Re-enrollment Form and a Free and Reduced Meals Application. A cover letter from the Principal should highlight the date by which all re-enrollment forms must be returned to the school (at the end of the month). The letter should clearly state that students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

ATTRACTING NEW STUDENTS FOR A NEW SCHOOL YEAR

After the deadline for re-enrollment, the Principal should determine how many openings will be available for new students in each grade level. Appropriate recruitment efforts should be implemented.

REQUEST TO ATTEND/REGISTER FOR LOTTERY

Parents/guardians who wish for their children to attend the school should complete the Request to Attend/Register for Lottery Form. A specific area of the school should be designated for this purpose. A staff member should ensure that the forms are filled out accurately and in full before the parents/guardians leave.

STUDENT LOTTERY

If the number of Requests to Attend exceeds the number of available slots at a given grade level, a lottery will be conducted to distribute the spaces among all eligible applicants in a fair and impartial manner. Preference should be given to siblings of students currently enrolled at the school. In the initial year of operation, if a lottery is necessary, preference should be given to children of members of the founding group. Students will be admitted as their names are drawn. Names should continue to be drawn even after all spaces are filled to establish a waitlist, with students being placed on the waitlist in the order in which their names are drawn.

Enrollment Criteria

A child may be enrolled in the Roberto Clemente Elementary Charter School based on one of the following criteria:

- A. Student is promoted from the previous year;
- B. Receipt of a transfer card from the previous school within the state; or
- C. Documentation from another state that the student is transferring.

Roberto Clemente Elementary Charter School can only accept students that are transferring from the Allentown School District. This is a restriction made by the authorizer or the Allentown School District.

1. Once the Roberto Clemente Elementary Charter School obtains the public school transfer it is to be filed in the student's record along with their signed registration form.
2. The Guidance Counselor shall then access the district office's enrollment tracking system and identify the student in the system as being enrolled in the Roberto Clemente Elementary Charter School. This allows the district office to be able to track the flow of students from the public school to the charter school for purposes of payment.
3. Periodically the district office will print reports for the Roberto Clemente Elementary Charter School stating which students are on our rolls but are not being recognized in the enrollment tracking system. This alerts the Guidance Counselor that the student may not have received the proper transfer from the local public school.
4. In those cases identified in 3 above, the Guidance Counselor must investigate and properly enter the student in the system. If such a situation is not resolved, the student's payment will be affected.

Enrollment Count Process

The following steps for completing the enrollment count process are outlined below:

1. Teachers record and maintain daily attendance records of students.
2. School Secretary records lateness and enters data into the attendance tracking system.
3. Teachers review and make necessary corrections to the data.
4. School Secretary edits and reviews the weekly attendance report.
5. Weekly attendance reports are reviewed by the classroom teacher and returned to the School Secretary with any corrections.
6. Corrected data from the weekly attendance reports are entered into the attendance tracking system by the School Secretary.
7. The School Secretary is responsible for compiling all attendance data and submitting it to the State Department of Education in the proper format on the four (4) required enrollment dates, (i.e. October 15, February 15, June 1, and the last day of the school year).
8. The original papers, original supporting documentation, and internal procedures shall be maintained on file for a period of seven (7) years.

Transmitting Enrollment Information

The process of transmitting enrollment data to the State Department of Education shall be the responsibility of the School Secretary. The Roberto Clemente Elementary Charter School shall conduct an enrollment count on October 15, February 15, June 1, and the last day of the school year.

The School Secretary, within three (3) days of each of the required enrollment counts, shall submit the information to the State Department of Education through the DOE net.

All State Department of Education enrollment reports based on data entered into the DOE net by the School Secretary shall be kept on file at the school for the year-end audit process.

In addition to submitting enrollment counts through the DOE net, the School Secretary is also responsible for keeping the district office informed of the Roberto Clemente Elementary Charter School's enrollment. (See Administrative Procedure – Enrollment Criteria). A quarterly report on enrollment shall be presented to the Principal by the School Secretary and a copy filed with the Board President.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization **Roberto Clemente Elementary Charter School**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	47341.00	55401.00	55401.00			158143.00
2. Fringe Benefits	15409.00	19251.00	20913.00			55573.00
3. Travel	3000.00	3000.00	3000.00			9000.00
4. Equipment	89400.00	56930.00	59430.00			205760.00
5. Supplies	109300.00	9000.00	11500.00			129800.00
6. Contractual	33000.00	56500.00	50000.00			139500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	297450.00	200082.00	200244.00			697776.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	297450.00	200082.00	200244.00			697776.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

Do you have an Indirect Cost Rate Agreement approved by the Federal government? ___ Yes No

If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ ED ___ Other (please specify): _____ The Indirect Cost Rate is _____ %

For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %

PR/Award # U282B140006

Name of Institution/Organization: **Roberto Clemente Elementary Charter School**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

**Roberto Clemente Elementary Charter School
2014/2015
YEAR 1 (Planning)**

1 Personnel		
Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$	26,681.00
Networking Administrator (5hrs/wk)(52 weeks)(\$31/hr)	\$	8,060.00
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$	12,600.00
		\$ 47,341.00
2 Fringe Benefits		
FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 32.55%	\$	15,409.00
3 Travel		
Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)	\$	3,000.00
		\$ 3,000.00
4 Equipment		
1 Server including infrastructure	\$	21,650.00
30 Computers	\$	30,000.00
2 Printers/Copier	\$	2,500.00
Smart Classrooms (3 projectors/boards)	\$	7,250.00
Telephone/PA/Video Systems	\$	15,000.00
Security Surveillance System	\$	13,000.00
		\$ 89,400.00
5 Supplies		
(6) Classrooms (desks, chairs, bookshelves, cabinets, white boards)	\$	33,000.00
ESL/Special Ed Room (desks, chairs, bookshelves, cabinets, white board)	\$	2,400.00
Art Room (desk, stools, shelves, cabinets, white boards, art tables)	\$	4,950.00
Library (desk, chairs, tables, bookshelves, cabinets, carts)	\$	4,950.00
Text Books	\$	62,000.00
Library Books	\$	2,000.00
		\$ 109,300.00
6 Contractual		
Online Resources		
Student Management System	\$	5,000.00
Benchmark Testing	\$	5,000.00
"Success For All" Programs		
Cooperative Learning/Tutoring/Curriculum Training	\$	11,000.00
Dual Language Program Strategies	\$	10,000.00
Induction Program Training	\$	2,000.00
		\$ 33,000.00
	Total	<u>\$ 297,450.00</u>

**Roberto Clemente Elementary Charter School
2015/2016
YEAR 2 (Implementation-1)**

1 Personnel

Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$ 26,681.00	
Networking Administrator (10hrs/wk)(52 weeks)(\$31/hr)	\$ 16,120.00	
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$ 12,600.00	
		\$ 55,401.00

2 Fringe Benefits

FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 34.75%	\$ 19,251.00
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3 Travel

Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)	\$ 3,000.00	
		\$ 3,000.00

4 Equipment

1 Server including infrastructure	\$ 17,230.00	
30 Computers	\$ 30,000.00	
Smart Classrooms (4 projectors/boards)	\$ 9,700.00	
		\$ 56,930.00

5 Supplies

Text Books	\$ 7,000.00	
Library Books	\$ 2,000.00	
		\$ 9,000.00

6 Contractual

Online Resources		
Student Management System	\$ 5,000.00	
Benchmark Testing	\$ 5,000.00	
Program Evaluator	\$ 5,000.00	
"Success For All" Programs		
PD & Coaching K-5	\$ 20,000.00	
Dual Language Program Strategies	\$ 10,000.00	
Saxon Math Training	\$ 7,000.00	
Technology Integration Training	\$ 2,500.00	
Induction Program Training	\$ 2,000.00	
		\$ 56,500.00

Total \$ 200,082.00

**Roberto Clemente Elementary Charter School
2016/2017
YEAR 3 (Implementation-2)**

1 Personnel

Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$ 26,681.00
Networking Administrator (10hrs/wk)(52 weeks)(\$31/hr)	\$ 16,120.00
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$ 12,600.00

\$ 55,401.00

2 Fringe Benefits

FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 37.75%	\$ 20,913.00
--	--------------

\$ 20,913.00

3 Travel

Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)	\$ 3,000.00
--	-------------

\$ 3,000.00

4 Equipment

1 Server including infrastructure	\$ 17,230.00
30 Computers	\$ 30,000.00
2 Printers/Copier	\$ 2,500.00
Smart Classrooms (4 projectors/boards)	\$ 9,700.00

\$ 59,430.00

5 Supplies

Text Books	\$ 6,000.00
Library Books	\$ 5,500.00

\$ 11,500.00

6 Contractual

Online Resources	
Student Management System	\$ 5,000.00
Benchmark Testing	\$ 5,000.00

Program Evaluator	\$ 8,000.00
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"Success For All" Programs	
Coaching & Evaluations	\$ 20,000.00
Building A Professional Community Program	\$ 2,500.00
Standard Align System	\$ 1,000.00
Developing Assessments	\$ 4,000.00
FOSS Training	\$ 4,500.00

\$ 50,000.00

Total \$ 200,244.00

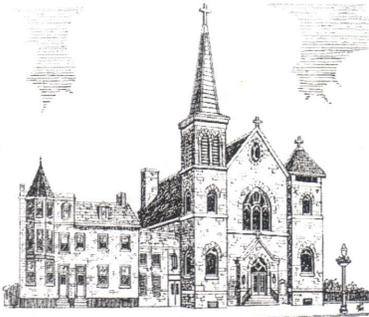
Born and raised in Puerto Rico, Dr. Samuel Polanco came to the United States to attend college in 1965. He holds a BS in Physics from the Massachusetts Institute of Technology, and MS and PhD degrees in Physics from the University of Michigan. Years later, Dr. Polanco went back to school and earned an Executive MBA from Temple University while continuing to work full time.

Prior to completing his PhD, Dr. Polanco taught at the University of Puerto Rico and at Wayne State University. Upon obtaining his doctorate he joined Bell Telephone Laboratories as a researcher. Dr. Polanco moved from Bell Labs to AT&T's Intellectual Property Division as a technical advisor in 1991. He spent the rest of his career in the intellectual property field, where he acted in many capacities for AT&T and successor companies Lucent Technologies, Agere Systems, and LSI Corporation. He retired from LSI Corporation in early 2014.

Throughout his career, Dr. Polanco dedicated a great deal of time and energy to helping the Hispanic community of the Lehigh Valley through his volunteer work. He served on the board of directors of the Hispanic American Organization for nearly 30 years, including a term as treasurer. He was also one of the original members of the board of trustees of Roberto Clemente Charter School (RCCS), initially serving as vice president before being elevated to president in 2003. Upon his retirement from LSI Corporation, Dr. Polanco resigned from the RCCS board of trustees and was appointed its chief executive officer.

While president of the board of RCCS, Dr. Polanco was directly involved in the application and approval process for Roberto Clemente Elementary Charter School (RCECS). He is a key member of the team working towards the school's opening in September 2014. A firm believer that "every dollar spent on administration is a dollar that cannot be spent on instruction," all the work performed by Dr. Polanco on behalf of both RCCS and RCECS is done as a volunteer.

Dr. Polanco and his wife Margarita have been married for 43 years. They have two adult children and one grandchild.



St Luke's Evangelical Lutheran Church
417 North Seventh Street
Allentown, Pennsylvania 18102-2835
Phone 610-434-3943~Fax 610-434-2372
E-mail stluke@Enter.net
Rev. John Eric Lamb, Pastor johnericlamb@entermail.net

June 23, 2014

La Shawndra Thornton
Charter Schools Program Staff
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave. SW
Washington, DC 20202

Dear Ms. Thornton:

I am submitting this letter of support on behalf of the Roberto Clemente Elementary Charter School in its application for a Charter School Grant for Planning, Program Design, and Implementation funding. The grant funding is supported by the U.S. Department of Education, Office of Innovation and Improvement. Through this grant Roberto Clemente Elementary Charter School will inform the community about the school, acquire, develop and review the curriculum framework and materials, purchase school furniture, technology equipment, books, and supplies, and other initial operating costs that cannot be met from State or local sources.

We are committed to help Roberto Clemente in their planning and implementation phase. The Roberto Clemente Elementary School will be the first dual language elementary school located in Allentown, PA. Roberto Clemente Elementary Charter School will be a small learning community from K-5 that inspires and educates students to maximize their successes. We will provide students with a rigorous academic foundation in English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. We will challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level study, and as life-long learners.

I give strong support to this grant application and the opening of the Roberto Clemente Elementary Charter School.

Sincerely,

Pastor John E. Lamb



May 16, 2014

La Shawndra Thornton
Charter Schools Program Staff
U.S. Department of Education
Office of Innovation and Improvement
Washington, DC

Dear Ms. Thornton:

I am submitting this letter of support on behalf of the Roberto Clemente Elementary Charter School in its application for a Charter School Grant for Planning, Program Design, and Implementation funding. The grant funding is supported by the U.S. Department of Education, Office of Innovation and Improvement. Through this grant Roberto Clemente Elementary Charter School will inform the community about the school, acquire, develop and review the curriculum framework and materials, purchase school furniture, technology equipment, books, and supplies, and other initial operating costs that cannot be met from State or local sources.

We are committed to help Roberto Clemente in their planning and implementation phase. The Roberto Clemente Elementary School will be the first dual language elementary school located in Allentown, PA. Roberto Clemente Elementary Charter School will be a small learning community from K-5 that inspires and educates students to maximize their successes. We will provide students with a rigorous academic foundation in English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. We will challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level study, and as life-long learners.

I give strong support to this grant application and the opening of the Roberto Clemente Elementary Charter School.

Sincerely,

Alvaro A. Diaz
President

The Fé Foundation
of the Hispanic Chamber of Commerce
P.O. Box 22852
Lehigh Valley, PA 18002

Curriculum Vitae

Maritza Robert, Ph.D.



Summary: My experiences and strengths are in all areas of educational leadership and program development, management, implementation, evaluation, supervision and research; innovative educational programs; alternative education; grant writing; curriculum development; instruction and supervision; staff development; student services; prevention and intervention services; advocacy; outreach and community relations.

EDUCATION

- 2011** Harvard University- Charter Schools: Practices for High Performance
Graduate School of Education- The Principals' Center
- 2011** Pennsylvania State University- Educational Leadership Program
- 2006** Millersville University- Educational Leadership Program
- 1998** Pennsylvania State University, University Park, PA
Ph.D. - Curriculum and Instruction
Major- Curriculum and Supervision
Minor- Staff Development and Program Evaluation
- 1979** New York University, New York, NY
Master Degree (MA) in Educational Psychology
Major — Specific Learning Disabilities
- 1976** College of the Sacred Heart, San Juan, PR
Bachelor of Arts
Major- Sociology and Social Work
Minor-Psychology

LANGUAGE: Bilingual/ Biliterate- Spanish and English

PROFESSIONAL EXPERIENCE

2012-2014 Roberto Clemente Charter School

School Development, Curriculum and Grant Writer Director : Responsible for the school and program development, fundraising and grant writing. Responsible for federal and state reporting and to ensure that Roberto Clemente Charter School is in compliance with federal, state and local requirements, including the PA Charter School Law and all programs. Facilitate and supervise the RCCS curriculum development and instruction. Prepare the annual report and strategic planning for school reform. Develop school policies and procedures. Work with the solicitor of Roberto Clemente and the Board of Trustees in all legal matters. Responsible for writing the charter school application for the Pennsylvania Career Cyber Charter School and ensure the approval of Roberto Clemente Elementary Charter School.

2007-2012 Roberto Clemente Charter School

CEO/Educational Leader/Principal: Responsible for planning, directing, developing coordinating, evaluating and administering all educational, prevention and intervention programs. Responsible

for development and implementation of the vision and mission of the school; policies and procedures; school budget; grant writing; fund raising; curriculum development and instruction; federal and state reporting; supervision of all administrative, instructional, and support personnel. Coordinate parent involvement, community outreach and strategic planning for school reform. Responsible for writing the charter school application for the Roberto Clemente Elementary Charter School.

2003-2007 La Academia: The Partnership Charter School

CEO/Educational Leader/Principal: Responsible for planning, directing, developing, coordinating, evaluating and administering all educational, prevention and intervention programs. Responsible for development and implementation of the vision and mission of the school; policies and procedures; school budget; grant writing; fund raising; curriculum development and instruction; federal and state reporting; supervision of all administrative, instructional, and support personnel. Coordinate parent involvement, community outreach and strategic planning for school reform. Work as a consultant as grant writer, curriculum developer and writing charter school applications.

1999-2003 Pennsylvania Department of Education, Bureau of Community and Student Services

Bureau Director: Responsible for planning, directing, developing, coordinating and administering diverse educational programs in support of basic education in Pennsylvania's public and non-public schools. The primary responsibilities included: the administration of approximately-270 million dollars of state and-federal funds; the coordination, administration, development of plans and policies for a variety of community and student support and assistance service programs geared to dropout prevention and to reducing barriers to learning. Work involved the management of complex planning, research, and evaluation projects of statewide scope regarding community and student services, and preventive and intervention strategies for at risk students.

1997-1999 Governor's Advisory Commission on Latino Affairs

Executive Director: Responsible for developing, directing, and coordinating the overall activities of the Governor's Advisory Commission on Latino Affairs. Responsible for developing a strategic plan to ensure that state government was accessible, accountable and responsive to the Latino community needs and issues in the state of Pennsylvania. Worked closely with the Governor's Office, government officials, community leaders and others in policies, procedures, and legislation that would enhance the status of the Latino community in Pennsylvania. Developed and made presentations as well as represented the Commission and the Governor at official functions and or meetings as they pertained to the Latino community. Developed position papers on issues. Published booklets, pamphlets, slide presentations and other educational materials. Provided direction to sub-committees of the Commission such as education, health, employment, community and economic development, political empowerment, drug, alcohol and violence prevention, and others. Founder of the Hispanic Chamber of Commerce and the Pennsylvania Association of Latino Organizations.

1986-1997 Pennsylvania Department of Labor and Industry — Worker and

Community Right to Know Program, Harrisburg, PA.

Training and Outreach Division Chief: Responsible for planning, designing, documenting and implementing an employer educational and outreach program. Provided a continuing and comprehensive employer/employee-training program. Supervised professional trainers in the development of educational and outreach programs for industries and community groups. Planned and organized exhibits and conferences statewide. Responsible for the development of programmed instruction and educational materials such as booklets, pamphlets and slide presentations, in both English and Spanish.

1985-1993 Pennsylvania Department of Education, Bureau of Curriculum and Instruction, Division of Federal Programs - Migrant Education, Harrisburg

Program Manager: Responsible for Migrant Education Resources List and Information Network (MERLIN), a project funded under the provisions of Section 143 of Chapter I, ESEA. Responsible for the promotion and coordination of activities of a migrant education resources database, which involved planning and conducting a variety of database educational projects, studies and programs related to specific areas of migrant education.

1983-1984 Office of the Governor, San Juan, PR

Deputy Assistant to the Governor: Responsible for coordinating special activities of governmental agencies providing family, health and social services. Oversaw the functions of the Department of Health, Department of Addiction. Control. Services, Insurance Commission Office of the Handicapped and others. Assisted and advised Commissioners and agency personnel with the solution of problems related to specific services provided by their agencies. Served as a liaison between the Office of the Governor and various public and private health and social service agencies. Dealt with community and individual problems. Organized parent and community groups. Represented the Governor at different meetings.

1982-1983 Colegio Nia, Guaynabo, PR

Educational Psychologist (MA): Rendered professional services on a private basis. Served children with specific learning disabilities, which included educational evaluations, diagnosis and remedial treatment. Provided family counseling.

1981-1982 Department of Education, Escuela Nueva de Cupey, Rio Piedras, PR

Special Education Teacher: Responsible for educational evaluations and diagnosis of mentally challenged children. Provided tutoring and training in areas such as social adjustment, perceptual, motor, and academic skills. Provided remedial treatment based on the diagnosis and analysis of the case. Developed and implemented education plans.

1979—1981 Center for Family Life in Sunset Park — Brooklyn, NY

Social Caseworker and Director of Recreational and Educational Programs for the Mentally Challenged: Provided individual and family counseling to children and parents with a wide range of concerns. Agency coordination and community resources. Directed a weekly educational/recreational/socialization program for the mentally challenged children including the recruitment, training, and supervision of youth interns. Developed and implemented individualized treatment plans, and evaluated the development of specific skills.

1977-1979 Department of Addiction Control Services, Rio Piedras, PR

Research Supervisor and Trainer: Supervised research technicians on island wide research projects in alcoholism, detoxification, drug free programs, and family orientation. Coordinated research procedures and program evaluation. Provided and organized training in basic skills to personnel of the agency.

1976 Human Resources, Planning Division, San Juan, PR

Planning Specialist: Assisted in the development of services, provide follow-up and evaluation to Federal granted city programs in teamwork staff.

OTHER EDUCATIONAL EXPERIENCE

Video Production

Early College Program- Cohort of 11 Schools- Certificate of participation development and meetings from 2003-2010- National Council of La Raza

Leadership Institute for Latino Literacy-2004- 2009- National Council of La Raza, George Washington University and John Hopkins University.

National Council of La Raza- Educational Leadership Institute-2004-2010

Boards and Committees (Past and Present)

Pennsylvania Coalition of Charter Schools, School Leader

Alternative Rehabilitation Communities, Inc., Board Member

Crime, Violence and Discipline Report Committee- Member

Disproportionate Minority Confinement Subcommittee, Board Member

Juvenile Advisory Committee Prevention Subcommittee, Member

Linking Prevention and Intervention to Academic Success, Co-Chair

National Resource Center for Safe Schools, Board Member

Office of Mental Health and Substance Abuse-Disaster Coordinating Committee Member

Pennsylvania Academic Standards: Maximizing All Children's Success, Co-chair

Pennsylvania Association for Supervision and Curriculum Development, Member

Pennsylvania Association of Latino Organizations and PA Hispanic Chamber of Commerce, Founding Member

Pennsylvania Department of Education Crisis Response Committee, Chairperson

Pennsylvania Intermediate Unit Curriculum Coordinators, Member

School Security Issues Task Force, Founder and Member

U.S. Senate Task Force on Hispanic Affairs, 106th Congress Bipartisan

Professional Affiliations

Phi Delta Kappa,

National School Safety Center- Leadership Institute

National Puerto Rican Coalition

National Association of Staff Development

National Association of Curriculum and Supervision

National Coalition of Hispanic Health and Human Services Organization

National Council of La Raza

LULAC



Roberto Clemente Charter School

Prepare To Live the Dream! College: It's what we do

June 27, 2014

La Shawndra Thornton
Charter Schools Program Staff
U.S. Department of Education
Office of Innovation and Improvement
Washington, DC

Dear Ms. Thornton:

I am submitting this letter of support on behalf of the Roberto Clemente Elementary Charter School (RCECS) in its application for a Charter School Grant for Planning, Program Design, and Implementation funding. The grant funding is supported by the U.S. Department of Education, Office of Innovation and Improvement. Through this grant Roberto Clemente Elementary Charter School will inform the community about the school, acquire, develop and review the curriculum framework and materials, purchase school furniture, technology equipment, books, and supplies, and other initial operating costs that cannot be met from State or local sources.

We are committed to help RCECS in their planning and implementation phase. The Roberto Clemente Elementary School will be the first dual language elementary school located in Allentown, PA. Roberto Clemente Elementary Charter School is projected to be a small learning community from K-5 that will inspire and educate students to maximize their successes. The school envisions providing students with a rigorous academic foundation in English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. They have committed to challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level study, and as life-long learners.

I give strong support to this grant application and the opening of the Roberto Clemente Elementary Charter School.

Sincerely,

Damian Romero
Roberto Clemente Charter School Principal
(610) 439-5181 / dromero@myrccs.com

136 South 4th Street, Allentown PA 18102

Damian Romero, Principal

610-439-5181 – Fax: 610-435-4731

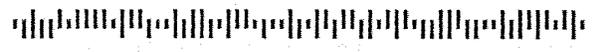
PR/Award # U282B140006

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MAY 14 2012

 **IRS** DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

001111.200345.0005.001 1 MB 0.404 852



Date of this notice: 05-11-2012

Employer Identification Number:
45-5228159

Form: SS-4

Number of this notice: CP 575 C

For assistance you may call us at:
1-800-829-4933

ROBERTO CLEMENTE ELEMENTARY CHARTER
% LUPE PEARCE
462 W WALNUT ST
ALLENTOWN PA 18102

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

001111

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-5228159. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and 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.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	04/30/2013
Form 1120	09/15/2012
Form 940	01/31/2014

If you have questions about the form(s) or the due dates(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return this stub. Thank you for your cooperation.

Form 1023 Checklist

(Revised December 2013)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | | | |
|------------|---|--|------------|---------|--|
| Schedule A | Yes ___ | No <input checked="" type="checkbox"/> | Schedule E | Yes ___ | No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> | No ___ | Schedule F | Yes ___ | No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ | No <input checked="" type="checkbox"/> | Schedule G | Yes ___ | No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ | No <input checked="" type="checkbox"/> | Schedule H | Yes ___ | No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Pg 1,3/Art 3
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Pg 3/Art 10/Par A
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Application for Recognition of Exemption (99)
Under Section 501(c)(3) of the Internal Revenue Code

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Roberto Clemente Elementary Charter School			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
462 Walnut Street		45-5228159	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01-12)	
Allentown, PA 18102		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 610-435-5334	
a Name: Dr. Samuel Polanco/CEO		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
9a Organization's website:			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 5 / 24 / 2012			
12 Were you formed under the laws of a foreign country ? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," state the country.			

Part II Organizational Structure

You must be a corporation (including a limited liability corporation), an unincorporated association, or a trust to be tax exempt. (See instructions). **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
See attachment one.
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No
See attachment two.

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under Section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Articles of Incorporation; Pg. 1
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. By-Laws; Page 16; Paragraph 4
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Dr. H. Lynn Columba	President	C/O Organization	None
Alexander Rolón	Secretary	C/O Organization	None
John Bassler	Treasurer	C/O Organization	None
Rev. Francisco Francheschi	Trustee	C/O Organization	None
Carla Ortiz Belliard	Trustee	C/O Organization	None

PR/Award # U282B140006

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
New Hiree	Principal	C/O Organization	\$85,000.00

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? Yes No
If "Yes," identify the individuals and explain the relationship.
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties. See final page of document.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
See attachment three.
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No

- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? Yes No
If "Yes," describe each program that provides goods, services, or funds to individuals.
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? Yes No
If "Yes," describe each program that provides goods, services, or funds to organizations.
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. **Yes** **No**
 (See instructions.)

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No

12a Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. Yes No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|----|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

See attachment four.

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		(a) Current tax year From 07/01/2014 To 06/30/2015	(b) From 07/01/2014 To 06/30/2015	(c) From 07/01/2015 To 06/30/2016	(d) From _____ To _____	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)					
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
- b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
- c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
- d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

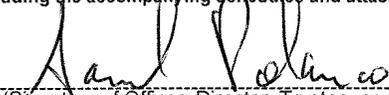
- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).

- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).

- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


 (Signature of Officer, Director, Trustee, or other authorized official)

Samuel Polanco
 (Type or print name of signer)
 CEO
 (Type or print title or authority of signer)

4/30/2014
 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3 In what public school district, county, and state are you located?
Allentown School District; Lehigh County, PA
- 4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

- 1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No See attachment five.
- 2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
 - a If "Yes," attach a representative sample of each document.
 - b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
African Amer.	14	14	1	1	1	1
Asian	0	0	0	0	0	0
Hispanic	300	300	3	3	5	5
White	6	6	22	22	4	4
Total	320	320	26	26	10	10

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Name:

EIN: 45-5228159

Sch-B Detail Page 3

1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school.
Roberto Clemente Elementary Charter School is an elementary school.

1. Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy.
A copy of the anti-discrimination policy has been attached to Form 1023.

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Roberto Clemente Elementary Charter School received a charter from the Pennsylvania Department of Education on November 19, 2013 to operate an elementary school in the City of Allentown, PA. The school will serve 320 children in kindergarten through fifth grade. In accordance with its charter, Roberto Clemente Elementary Charter School will begin operations in the 2014-2015 school year. It will be located at 850 Fifth Street, Allentown, PA 18102.

Roberto Clemente Elementary Charter School is a small learning community that inspires and educates students to maximize their success. It provides students with a rigorous academic foundation in both English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. The school challenges students to excel and to acquire the knowledge and skills they will need to be successful in secondary-level study, in college, and as life-long learners. Roberto Clemente Elementary Charter School's vision is to inspire and educate students, ensure their physical and emotional safety, provide each with a sense of belonging, and help them develop the values of integrity, fairness, honesty, responsibility, good citizenship, and respect for other individuals.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a. List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing Address	Compensation amount (annual actual or estimated)
G. Timothy Clemens	Trustee	C/O Organization	
Dr. Jill Sperandio	Trustee	C/O Organization	
Michelle Hopkins	Trustee	C/O Organization	
Dr. Samuel Polanco	CEO	C/O Organization	

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

2a. Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship.

Dr. H. Lynn Columba and Dr. Jill Sperandio are professors and colleagues at Lehigh University.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

5a. Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.

Part VI Your Members and Other Individuals and Organizations That receive Benefits From You

1a. In carrying out your exempt purposes, do you provide goods, services, or funds to individuals?

If "Yes," describe each program that provides goods, services, or funds to individuals.

Roberto Clemente Elementary Charter School provides educational services to students from kindergarten through 5th grade.

Part VIII Your Specific Activities

2b. Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

Part VIII Your Specific Activities

4a. Do you or will you undertake **fundraising**? Attach a description of each fundraising program.

Other (describe):

The Roberto Clemente Elementary Charter School will apply for foundation grants and governmental grants in the future.

Part VIII Your Specific Activities

7a. Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.

The Roberto Clemente Elementary Charter School will lease the facility from the Hispanic American Organization (HAO).

The Hispanic American Organization will be involved with further developing the site plans for renovations in the future. The facility location is 850 Fifth Street, Allentown, PA, 18102.

Part VIII Your Specific Activities

7b. Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.

The Roberto Clemente Elementary Charter School utilized the assistance of Roberto Clemente Charter School staff members and trustees to help monitor and develop the curriculum and budgets for the school during the charter application process.

Part VIII Your Specific Activities

15. Do you have a close connection with any organizations? If "Yes," explain.

The Hispanic American Organization (HAO) is the co-founder of the school and the lessor of the facility. The Roberto Clemente Charter School (RCCS) is also co-founder of the school. A majority of its trustees also serve as trustees of RCCS. All trustees, on both boards, are volunteers. In addition, the same person holds the CEO title of both the elementary school and RCCS. The CEO is a volunteer for both schools.

Roberto Clemente Elementary Charter School

Attachment One:

Articles of Incorporation

Entity #: 4111159
Date Filed: 05/24/2012
Carol Aichele
Secretary of the Commonwealth

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Incorporation-Nonprofit
(15 Pa.C.S.)

- Domestic Nonprofit Corporation (§ 5306)
 Nonprofit Cooperative Corporation (§ 7102B)

Name Catherine Beller Meinhart, Esquire		
Address 6346 Route 309		
City New Tripoli	State PA	Zip Code 18066

Document will be returned to the name and address you enter to the left.



Commonwealth of Pennsylvania
ARTICLES OF INCORPORATION-NON-PROFIT 6 Page(s)

Fee: \$125



T1215267023

In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:
Roberto Clemente Elementary Charter School

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) Number and Street 462 Walnut Street	City Allentown	State PA	Zip 18102	County Lehigh
(b) Name of Commercial Registered Office Provider c/o:				County

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
~~Solely charitable purposes described in §501(c)(3) of the Internal Revenue Code. Specifically~~
to operate an elementary charter school in Allentown, PA. See attached statement.

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

PA DEPT. OF STATE

MAY 24 2012

PR/Award # U282B140006

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5. Check one of the following:

The corporation is organized on a non-stock basis.

Option for Nonprofit Cooperative Corporation Only: The corporation is organized on a stock share basis.

6. For Nonprofit Corporation Only:

(Strike out if inapplicable): The corporation shall have no members.

(Strike out if inapplicable): The incorporators constitute a majority of the members of the committee authorized to incorporate _____ by the requisite vote required by the organic law of the association for the amendment of such organic law.

7. For Nonprofit Cooperative Corporation Only:

Complete and strike out the inapplicable term: The corporation is a cooperative corporation and the common bond of membership among its (members) (shareholders) is: _____

8. The name(s) and address(es) of each incorporator(s) is (are) *(all incorporators must sign below):*

Name(s)	Address(es)
Catherine Beller Meinhart	6346 Route 309, New Tripoli, PA 18066
_____	_____
_____	_____

9. The specified effective date, if any, is:

Immediately

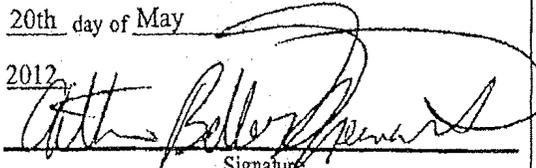
month day year hour, if any

10. Additional provisions of the articles, if any, attach an 8½ x 11 sheet.

IN TESTIMONY WHEREOF, the incorporator(s) has/have signed these Articles of Incorporation this

20th day of May

2012



Signature

Signature

Signature

Roberto Clemente Elementary Charter School, Inc.

Articles of Incorporation — Additional Provisions

3. Continued. A school is an educational organization whose primary function is the presentation of formal instruction and which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on.

10. Additional Provisions:

A. The Corporation assets are permanently dedicated for use for exclusively §501(c)(3) purposes under the Internal Revenue Code (IRC). The Corporation is prohibited from using surplus funds for any private benefit in the event of sale or dissolution. Any surplus funds upon dissolution of the Corporation must be distributed for one or more exempt purposes described in IRC §501(c)(3), or to the federal government, to a state or local government for a public purpose.

B. No part of the net earnings of the Corporation shall inure, directly or indirectly, to the benefit of any private person or individual; and no Director, officer or employee of the Corporation shall receive any pecuniary benefits of any kind except reasonable compensation for services actually rendered to the Corporation in effecting its corporate purposes. The Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

11. Conflicts of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect this Nonprofit Organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not

!

insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV. Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any

action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V. Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI. Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes

Article VII. Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

VIII. Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Roberto Clemente Elementary Charter School

Attachment Two:

By-Laws

April 15, 2014

ROBERTO CLEMENTE ELEMENTARY CHARTER SCHOOL
BY-LAWS

ARTICLE I. NAME

The name of the Corporation shall be Roberto Clemente Elementary Charter School.

ARTICLE II. SEAL

The Corporation seal shall have inscribed thereon the name of the Corporation, the year of its organization and the words "Corporate Seal, Pennsylvania."

ARTICLE III. PURPOSE, LIMITATIONS

1. The Corporation is formed to serve as an independent public school established and operated under a charter from the Allentown School District and/or any other local school district in which students are enrolled and attend. The Corporation shall be operated exclusively for the public benefit purposes as those terms are defined within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Internal Revenue Law of the United States as now enacted or as may be hereafter amended.
2. No part of the net earnings of the Corporation shall inure, directly or indirectly, to the benefit of any private person or individual; and no Trustee, officer or employee of the Corporation shall receive any pecuniary benefits of any kind except reasonable compensation for services actually rendered to the Corporation in effecting its corporate purposes. The Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE IV. MANAGEMENT

1. The business and affairs of the Corporation shall be managed by its Board of Trustees ("Board of Trustees" or "Board") which shall consist of nine (9) members. Each Trustee shall be a natural person of full legal age. The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the Corporation such powers as it may see fit for specified periods of time.
2. Trustees shall be elected by the Corporation's Board of Trustees in accordance with these By-Laws and The Charter School Law and shall be chosen from members of the business community, members of the educational community, members of the charter school parent community, and/or members of the community at large. At least one member of the Board of Trustees shall be a member of the charter school parent community. If a Trustee from the charter school parent community is the only Trustee from the charter school parent community serving on the Board of Trustees, when such Trustee's student graduates from, or otherwise no longer attends, the Charter School, then such Trustee's term shall cease in the month immediately succeeding such graduation or failure to continue enrollment at the Charter School. A Trustee from the charter school parent community shall be selected and appointed immediately thereafter to serve the remaining term of the former Trustee from the charter school parent community.
3. Each Trustee shall be elected for a term of four (4) years, except for those Trustees elected to fill an unexpired term, and Trustees shall serve until their successors shall have been

elected.

4. Any Trustee may resign at any time by, giving written notice of said Trustee's resignation to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is so specified, then it shall be effective when accepted by the Board. Except as aforesaid, the acceptance of such resignation shall not be necessary to make it effective.
5. Each vacancy created by the resignation, removal from office or an expiration of a Trustee's term shall be filled by the majority vote of the Trustees in attendance at a regular or special meeting of the Board of Trustees attended by at least two-thirds (2/3) of the Trustees. Any Trustee elected to fill an unexpired term shall serve for the remainder of time of said term.
6. Any individual Trustee may be removed from office without assigning any cause by the vote of two-thirds (2/3) of the Trustees then in office taken at any meeting of the Board for which at least fifteen (15) days notice has been given to all Board members notifying the Trustees that the removal of such Trustee will be discussed and possibly acted upon at such meeting. Any Trustee may be removed for cause by a majority vote of the Board then in office. Any Trustee missing three (3) consecutive meetings of the Board without a valid excuse may be removed by a majority of the Trustees then in office. The Board of Trustees may by majority vote declare vacant the office of a Trustee if said Trustee is declared of unsound mind by an order of court or is convicted of felony, or if within sixty days after notice, said Trustee has not accepted such office either in writing or by attending a meeting of the Board of Trustees. A Person convicted of a felony or crime involving moral turpitude is immediately disqualified from serving on the Board of

Trustees.

7. The Board of Trustees shall hire all teachers and staff of the Corporation. The level of compensation and terms of employment shall be determined by the Board of Trustees.
8. The Board of Trustees on behalf of the Corporation shall be authorized to hire and pay for the services of such advisors and other persons, including but not limited to, accountants, lawyers, investments advisors, architects, contractors and fund-raising experts as the Board shall deem necessary or appropriate in order to carry out the purposes of the Corporation.

ARTICLE V. MEETING OF THE BOARD OF TRUSTEES

1. The annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in January at the principal office of the Corporation or at such other place and time as designated by the Board of Trustees and so publicized. The regular meetings of the Board shall be held at such place, date and time as shall be established by the Board and so publicized.
2. Written or personal or electronic notice of every regular or special meeting of the Board shall be given to each Trustee at least five (5) days prior to the meeting. Meetings of the Board that will consider a fundamental change as provided for in 15 Pa.C.S.A. §5901 *et seq* shall be held with at least ten (10) days prior notice to each Trustee. Notice of meetings that will consider a fundamental change or a special meeting shall contain a brief statement of the general nature of the business to be transacted. Notice of a regular or annual meeting need not specify the purpose of the meeting.
3. For the purposes of transacting business, except in instances where the Charter School Law or these By-Laws require a different number, a quorum shall consist of five (5)

Board members.

4. Trustees shall receive no salary or compensation for their services as Trustees.
5. One or more persons may participate in a meeting of the Board or any committee by means of conference telephone or similar communications equipment such that all persons participating can hear each other and a meeting pursuant to this section shall constitute presence in person at such meeting.
6. Any person may be designated by the Board as an *ex-officio* member of the Board. Any such member shall be entitled to attend and receive notice of meetings in the same manner as a regular Trustee but shall not be entitled to vote or be counted for purposes of determining a quorum or the number of votes necessary for any measure.
7. "Roberts Rules of Order Revised" shall govern the organization and conduct of all meetings of the Board unless the same are inconsistent with these By-Laws in which case provisions for these By-Laws shall govern.
8. No member of a School Board of Directors which has granted a charter or charters to the Corporation may serve on the Board of Trustees.
9. The Board of Trustees must comply with the Sunshine Act of the Commonwealth of Pennsylvania, 1998, Oct. 15, P.L. 729, No. 93, 65 Pa.C.S.A. §§701-716, as amended from time to time. Votes shall not be cast by proxy.
10. Executive Sessions:
 - i. All meetings of the RCCS Board of Trustees shall be open to the public except when the Board convenes in Executive Session. According to the Sunshine Act of the Commonwealth of PA 1998, Oct. 15, P.L. 729, No. 93, 65 Pa.C.S.A. §§708, Executive Sessions are designed so the Board can address one or more of the

following issues: (a) to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the agency, or former public officer or employee, provided, however, that the individual employees or appointees whose rights could be adversely affected may request, in writing, that the matter or matters be discussed at an open meeting; (b) to hold information, strategy and negotiation sessions related to the negotiation or arbitration of a collective bargaining agreement or, in the absence of a collective bargaining unit, related to labor relations and arbitration; (c) to consider the purchase or lease of real property up to the time an option to purchase or lease the real property is obtained or up to the time an agreement to purchase or lease such property is obtained if the agreement is obtained directly without an option; (d) to consult with its attorney or other professional advisor regarding information or strategy in connection with litigation or with issues on which identifiable complaints are expected to be filed; (e) to review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law, including matters related to the initiation and conduct of investigations of possible or certain violations of the law and quasi-judicial deliberations; (f) for duly constituted committees of a board or council of trustees.

- ii. Only voting members may be present during Executive Sessions except that the President of the Board may rule permissible the presence of any other person(s) as may be required to facilitate discussion.

- iii. Executive Sessions can be held by any of the following methods: in person or via telephone or video conference.
 - iv. Business conducted in Executive Session is considered confidential and known only to voting members and to those who are present. The Board shall not take action on any item discussed in Executive Session. Any action requiring a vote by the Board must be presented as a motion outside of Executive Session.
 - v. Any matter discussed in Executive Session shall be generally noted in the minutes.
11. In addition to the powers and authorities these By-Laws expressly conferred upon them, the Board of Trustees may exercise all such powers of the Corporation and do all such lawful acts and things as are not by statute, the Articles of Incorporation or these By-Laws directed or required not to be exercised or done by the Board and/or are directed and required to be done by others.
12. Trustees are expected to attend all Board meetings. If a Trustee is unable to attend a Board meeting, then the Trustee shall make his or her best efforts to contact the Board President as soon as possible, most preferably prior to the Board meeting. The Board President shall make a determination whether or not a Trustee's failure to attend a Board meeting is excused or unexcused. The Secretary of the Board will communicate with any Trustee after three unexcused, consecutive absences to ascertain the Trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE VI. TRUSTEES EMERITI

Trustee Emeritus is a position intended to acknowledge those who have demonstrated outstanding dedication and contribution to the work of the Board and the Charter School, as a whole, over an

extended period of time. A Trustee Emeritus shall be a member of the Board *ex officio* for life in recognition of exceptional devoted service to the Board and the Charter School. The position is a high honor and is to be conferred accordingly; however, nothing in these Bylaws shall be interpreted as limiting the Board to a single Trustee Emeritus at any given time. A prior Board member may be designated as a Trustee Emeritus by the majority vote of those Board members eligible to vote. A Trustee Emeritus may attend any meeting of the Board of Trustees and shall have voice, but shall not be entitled to vote.

ARTICLE VII. COMMITTEES

1. The Board may, from time to time, establish one or more committees, including, but not limited to, an Executive Committee. Subject to these By-Laws and any applicable provision of the Charter School Law, said committees shall have and may exercise all of the powers and authority granted to said committee by the Board. Each committee of the Board shall serve at the pleasure of the Board. Committees may include members who are not Trustees of the Corporation.
2. Executive Committee. There shall be an Executive Committee consisting of the President, Vice President, Secretary, Treasurer plus such additional Trustees as may be elected by the Board. The Executive Committee shall have authority to act for and on behalf of the Board during intervals between meetings of the Board. All action taken by the Executive Committee shall be reported to the Board at its next meeting. However, the Executive Committee may not (i) dissolve, liquidate, or merger the corporation, (ii) purchase or sell any corporate property having a value in excess of \$100.00, or (iii) borrow funds on behalf of the Corporation in excess of \$100.00.

3. Conduct of Business. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided herein or required by law. Adequate provisions shall be made for notice to committee members of all meetings. All matters shall be determined by a majority vote of the members present. *Ex-officio* member of committees shall have voice but no vote and shall not be counted towards a quorum. All actions taken by a committee since the last meeting of the Board shall be reported to the Board at its next meeting.

ARTICLE VIII. OFFICERS

1. The officers of the Corporation shall include the President, Vice President, Secretary, Treasurer, and such other assistant officers as shall be determined by the Board from time to time. Such officers shall be elected by majority vote of the Board at its annual meeting and shall hold office until such officer's successor is elected or until such officer's death, retirement, resignation or removal from office in the manner herein provided.
2. Any officer may resign at any time by giving written notice of said officer's resignation to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is so specified, then it shall be effective when accepted by the Board. Except as aforesaid, the acceptance of such resignation shall not be necessary to make it effective. An officer may be removed with or without cause, at any time by majority vote of the Board then in office. Any vacancy in any office may be filled for the unexpired portion of the term in the same manner as provided for election to such office.
3. All officers shall be natural persons of full legal age and shall hold their offices for a term

of one (1) year. The officers shall have such authority and shall perform such duties as are provided for in the By-Laws and as shall from time to time be prescribed by the Board.

4. The President shall have general and active management of the affairs of the Corporation; shall see that all orders and resolutions of the Board are carried into effect, subject, however to the right of the Board to delegate any specific powers except such as may be by statute exclusively conferred on the President, to any other officer or officers of the Corporation. The President shall solely be permitted to execute bonds, mortgages, line of credit and other documents, under the seal of the Corporation and where properly approved by the Board or the Executive Committee in accordance with these By-Laws; and shall be ex-officio a member of all committees and shall have the general powers and duties of supervision and management usually vested in the office of President. The President shall preside at all meetings of the Board and shall submit such recommendations and information as he or she may consider proper, or which he or she was directed by the Board to obtain, concerning the business affairs and policies of the Corporation. The President shall sign contracts and agreements properly approved by the Board, and shall have authority to sign employment agreements prior to approval by the Board when deemed necessary for the efficient functioning of a charter school. Such authority shall not extend to employment agreements for the positions of Principal, Assistant Principal, Dean of Students, or equivalent positions. All employment agreements signed prior to Board approval shall be submitted to the Board at its next meeting for ratification.
5. The Vice President shall act in all cases for and as the President in the latter's absence or incapacity, and shall perform such other duties as the Vice President may be required to

do from time to time.

6. The Secretary shall attend all sessions of the Board and act as clerk thereof, and record all the votes of the Corporation and the minutes of all its transaction in a book to be kept for that purpose; shall perform like duties for all committees of the Board, when required; shall give, or cause to be given, notice of all meetings of the Board; shall perform such other duties as may be prescribed by the Board or the President, under whose supervision the Secretary shall be; and shall keep in safe custody the corporate seal of the Corporation, and, when authorized by the Board, affix the same to any instrument requiring it. An Assistant-Secretary or Secretaries may be appointed by the Board who shall have and exercise all power and authority of the Secretary and shall be permitted to perform all duties of the Secretary or such other duties as may be directed by the President or Board.
7. The Treasurer shall have custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation; shall keep the monies of the Corporation in a separate account to the credit of the Corporation; shall disburse the funds of the Corporation as may be ordered by the Board, taking proper vouchers and receipts for such disbursements; and shall render to the President and the Board at the regular meetings of the Board, or whenever the Board may require it, an account of all the Treasurer's transactions and of the financial condition of the Corporation. The Treasurer of the Corporation shall deposit the funds belonging to the organization in a depository approved by the Board. All deposits of the Corporation by the Treasurer shall be made in the name of the Corporation. The Treasurer shall receive all funds of the Corporation including but not limited to all local, state, and federal funds

and privately donated funds. The Treasurer shall also make payments out of said funds on proper orders approved by the Board of Trustees and signed by the President or Vice President or such other officers as the Board may designate. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contract which shall previously have been approved by the Board, and by which prompt payment the Corporation will receive a discount or other advantage. The Board of Trustees shall direct the Treasurer to invest funds consistent with sound business practice. Authorized investments shall be:

- i) United States Treasury Bills;
- ii) Short Term obligations of the United States Government or its agencies or instrumentalities.
- iii) Deposits in saving 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.
- iv) Obligations to 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 instrumentality's backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentality's backed by the full faith and credit of the political subdivision.

- a. In making investment of funds, the Board shall have authority:
 - i) To permit assets pledged as collateral under subsection iii) above to be pooled in accordance with the Act of August 1971 (P.L. 281, No. 72) at 72 P.S. §3836-1 *et seq*, relating to pledges of assets to secure deposits of public funds.
 - ii) To combine moneys from more than one fund under Corporate control for the purchase of a single investment, provided that each of the funds combined for the purpose shall be accounted for separately in all respects and that the earnings from the investment are separately and individually computed and recorded, and credited to the accounts from which the investment was purchased.
- b. Any purchase or sale shall be made by the Treasurer of the corporation on a resolution adopted by the Board.
- c. The Treasurer shall settle the Corporation's accounts annually for each school year. The annual audit shall be conducted according to the requirements of the Public School Code as amended from time to time.
- d. The Treasurer shall be permitted to delegate the duties of keeping the books of accounts, showing receipts and expenditures, of presenting financial reports to the Board, or of the hiring of an independent auditor, to the Chief Executive Officer (CEO) of the Charter School or the CEO's designee.

ARTICLE IX. VACANCIES

- 1. If the office of any officer becomes vacant for any reason, the Board of Trustees may choose a successor, who shall hold office for the unexpired term of said vacancy.
- 2. Vacancies in the Board of Trustees resulting from an increase in the number of Trustees in accordance with these By-Laws shall be filled by a majority of the then in office

members of the Board, and each person so elected shall be a Trustee for the unexpired term of said vacancy.

ARTICLE X. BOOKS AND REPORTS

The Corporation shall keep an original or duplicate record of the proceedings of the Board, and the original or a copy of its By-Laws, including all amendments thereto to date, certified by the Secretary of the Corporation either at its registered office or at its principal place of business.

ARTICLE XI. ANNUAL REPORT

The President shall present annually to the Board a report, verified by the Treasurer, showing in appropriate detail the following:

- (a) The assets and liabilities as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities during the year immediately preceding the date of the report,
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted to a particular purpose, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the Corporation; and
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the year immediately preceding the date of the report. The report shall be filed with the minutes of the meeting of the Board at which presented.

ARTICLE XII. NOTICES

1. Whenever written notice is required to be given to any person, it may be given to such person, either personally or by sending a copy thereof by first class or express mail, postage prepaid, or electronic mail (email), or courier service, charges prepaid, or by facsimile transmission, to said person's address (or facsimile number) appearing on the books of the Corporation, or in the case of Trustees, as supplied by said Trustee to the Corporation for the purpose of notice. If the notice is sent by mail or courier service, it shall be deemed to have been given to the person entitled thereto when deposited in the United States mail, or courier service, or facsimile when dispatched. A notice of meeting shall specify the place, day and hour of the meeting and any other information required by statute or these By-Laws. When a regular or special meeting of the Board of Trustees is adjourned it shall not be necessary to give any notice of the adjourned meeting or of the business to be transacted at the adjourned meeting, other than by announcement at the meeting at which such adjournment is taken.
2. Whenever any written notice is required to be given by Statute, Articles of Incorporation or By-Laws of this Corporation, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Except as otherwise required by Statute, or by these By-Laws, neither the business to be transacted nor the purpose of a meeting need be specified in the waiver of notice of such meeting. In the case of a special meeting of the Board of Trustees such waiver of notice shall specify the general nature of the business to be transacted. Attendance of a person at any meeting shall constitute waiver of notice of such meeting, except where a person attends the meeting for the

express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the notice of the meeting was not lawfully done.

ARTICLE XIII. MISCELLANEOUS PROVISIONS

1. The fiscal year of the corporation shall begin on the first day of July.
2. Each Trustee, each member of any committee designated by the Board and each officer of the Corporation shall, in the performance of said person's duties, be fully protected in relying in good faith upon the books of account or other records of the Corporation, including reports made to the Corporation by any of its officers, independent certified public accountants, or by any employee of the Corporation.
3. The Corporation shall comply at all times with the requirements of Pennsylvania Charter School Law, as amended from time to time.
4. Upon the dissolution of the Corporation, the Board of Trustees shall, after paying or making provisions for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation in such manner or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as exempt organizations under Section 501(c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law) as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by a court of competent jurisdiction, in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as the court shall determine which are organized and operated exclusively for the above stated purposes. The Corporation is one which does not contemplate pecuniary gain or profit to its Trustees or officers and is organized for

nonprofit purposes, and no part of any of the net earnings thereof shall inure to the benefit of any Trustee, officer or other individual.

ARTICLE XIV. INDEMNIFICATION

The Corporation shall indemnify any Officer or member of the Board who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative by reason of the fact that said Officer or member of the Board is or was a representative of the Corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement or actually and reasonably incurred by said Officer or member of the Board in connection with such action, suit or proceeding if said person acted in good faith and in a manner reasonably believed to be in or not opposed to, the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe said person's conduct was unlawful. In addition, the Corporation may indemnify any agent of the Corporation against expenses (including attorneys' fees) judgments, fines and amounts paid, as aforesaid. The individual shall have no right to reimbursement, however in relation to matters as to which said person has been adjudged liable to the Corporation for negligence or misconduct in the performance of said person's duties, or was derelict in the performance of said person's duty as Trustee, officer, employee or agent by reason of willful misconduct, bad faith, gross negligence or reckless disregard of the duties of said person's office or employment. The determination as to whether the Officer, member of the Board, employee or agent involved has met the applicable standard of conduct to justify indemnification shall be made by the Board by a majority vote of a quorum consisting of

Trustees who were not parties to such action, suit or proceedings, or, if such a quorum is not obtainable, by independent legal counsel in a written opinion. The foregoing right of indemnification shall be in addition to, and not exclusive of, all other rights which such Trustee, officer or employee may be entitled.

ARTICLE XV. AMENDMENTS

By-Laws may be adopted, amended or repealed by the majority vote of the then in office Board of Trustees at any regular or special meeting duly convened after notice to the Trustees of the general nature of the By-Law change at least fifteen (15) days prior to said By-Law change.

Roberto Clemente Elementary Charter School

Attachment Three:

Conflict of Interest Policy

Roberto Clemente Elementary Charter School
850 N 5th Street
Allentown, PA 18102

Board of Trustees Policy

CONFLICT OF INTEREST POLICY

I. PURPOSE

The Board of Trustees, Officers and employees of Roberto Clemente Elementary Charter School ("Charter School") have a duty of loyalty to Charter School and to the public whose interest they are sworn to serve. The purpose of this Conflict of Interest Policy, which provides guidance and a general standard of conduct with respect to actual or apparent conflicts, is in keeping with the Pennsylvania Public Official and Employee Ethics Act (65 Pa. C. S. § 1101, *et seq.*) and the State Legislature's declaration that the people have the right to be assured that the financial interests of public officials and employees do not conflict with the public trust, and the principle which prohibits public officials and employees from entering into situations where private interests may conflict with official duties.

The appearance of conflict of interest undermines the public confidence in the integrity of the Charter School, its Trustees and employees, and should be scrupulously avoided.

II. DEFINITIONS

The following words and phrases when used in this policy shall have, unless the context clearly indicates otherwise, the meanings given to them in this section:

Aggregate. The total of all gifts received from a single source as related to statement of financial interests.

Authority of office or employment. The actual power provided by law, the exercise of which is necessary to the performance of duties and responsibilities unique to a particular public office or position of public employment.

Business. Any corporation, partnership, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint stock company, receivership, trust or any legal entity organized for profit.

Business with which he or she is associated. Any business in which the person or a

member of the person's immediate family is a director, officer, owner, employee or has a financial interest.

Conflict or conflict of interest. Use by a public official or public employee of the authority of his/her office or employment or any confidential information received through his/her holding public office or employment for the private pecuniary benefit of himself/herself, a member of his/her immediate family or a business with which he/she or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the public official or public employee, a member of his/her immediate family or a business with which he/she or a member of his/her immediate family is associated.

Contract. An agreement or arrangement for the acquisition, use or disposal by the Commonwealth or a political subdivision of consulting or other services or of supplies, materials, equipment, land or other personal or real property. The term shall not mean an agreement or arrangement between the State or political subdivision as one party and a public official or public employee as the other party, concerning his/her expense, reimbursement, salary, wage, retirement or other benefit, tenure or other matters in consideration of his/her current public employment with the Commonwealth or a political subdivision.

De minimis economic impact. An economic consequence which has an insignificant effect.

Financial interest. Any financial interest in a legal entity engaged in business for profit which comprises more than 5% of the equity of the business or more than 5% of the assets of the economic interest in indebtedness.

Governmental body. Any department, authority, commission, committee, council, board, bureau, division, service, office, officer, administration, legislative body or other establishment in the executive, legislative or judicial branch of a state, a nation or a political subdivision thereof or any agency performing a governmental function.

Governmental body with which a public official or public employee is or has been associated. The governmental body within State government or a political subdivision by which the public official or employee is or has been employed or to which the public official or employee is or has been appointed or elected and subdivisions and offices within that governmental body.

Honorarium. Payment made in recognition of published works, appearances, speeches and presentations and which is not intended as consideration for the value of such

services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact.

Immediate family. A parent, spouse, child, brother or sister.

Income. Any money or thing of value received or to be received as a claim on future services or in recognition of services rendered in the past, whether in the form of a payment, fee, salary, expense, allowance, forbearance, forgiveness, interest, dividend, royalty, rent, capital gain, reward, severance payment, proceeds from the sale of a financial interest in a corporation, professional corporation, partnership or other entity resulting from termination or withdrawal therefrom upon assumption of public office or employment or any other form of recompense or any combination thereof. The term refers to gross income and includes prize winnings and tax-exempt income. The term does not include gifts, governmentally mandated payments or benefits, retirement, pension or annuity payments funded totally by contributions of the public official or employee, or miscellaneous, incidental income of minor dependent children.

Indirect interest in real estate. Any business entity the assets of which are 80% or more in real property.

Ministerial action. An action that a person performs in a prescribed manner in obedience to the mandate of legal authority, without regard to or the exercise of the person's own judgment as to the desirability of the action being taken.

Nonministerial actions. An action in which the person exercises his/her own judgment as to the desirability of the action taken.

Person. A business, governmental body, individual, corporation, union, association, firm, partnership, committee, club or other organization or group of persons.

Political subdivision. Any county, city, borough, incorporated town, township, school district, vocational school, county institution district, and any authority, entity or body organized by the aforementioned.

Public employee. Any individual employed by the Commonwealth or a political subdivision who is responsible for taking or recommending official action of a nonministerial nature with regard to:

- (1) contracting or procurement;
- (2) administering or monitoring grants or subsidies;
- (3) planning or zoning;
- (4) inspecting, licensing, regulating or auditing any person; or

- (5) any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person.

The term shall not include individuals who are employed by this Commonwealth or any political subdivision thereof in teaching as distinguished from administrative duties.

Public official. Any person elected by the public or elected or appointed by a governmental body or an appointed official in the executive, legislative or judicial branch of this Commonwealth or any political subdivision thereof, provided that it shall not include members of advisory boards that have no authority to expend public funds other than reimbursement for personal expense or to otherwise exercise the power of the State or any political subdivision thereof.

Represent. To act on behalf of any other person in any activity which includes, but is not limited to, the following: personal appearances, negotiations, lobbying and submitting bid or contract proposals which are signed by or contain the name of a former public official or public employee.

Solicitor. A person elected or appointed to the office of solicitor for the political subdivision.

Source. Any person who is a provider of an item reportable when referring to statement of financial interests.

III. FILING A STATEMENT OF FINANCIAL INTERESTS

Who must file: The Public Official and Employee Ethics Act requires public officials and public employees to file Statements of Financial Interests.

Persons who serve as full or part-time solicitors are also required to file Statements of Financial Interests.

Where to File: Employees of county and local political subdivisions file ONLY with the governing authority of their political subdivision.

When to File: Public employees and public officials shall file **by NO later than May 1** of each year a position is held and of the **year after leaving** a position.

What to File: Filers are required to disclose financial information concerning the prior calendar year.

No dollar amounts are required for any of these items except for gifts and certain reportable expense payments/reimbursements. The information to be disclosed pertains only to the filer and includes:

- The name, address (work or residence), and the public position(s) sought/held by the person filing.
- The occupation or profession of the filer.
- Real estate interests in which the Commonwealth or a political subdivision is involved.
- **Creditors:** the name and address of the creditor and the *interest rate* for each debt in excess of \$6,500. Mortgages secured by the principal or secondary residence of the filer and loans extended between members of the immediate family need not be listed.
- **Sources of income:** the name and address of each *direct or indirect source of income* totaling \$1,300 or more. Include the governmental body(ies) served, employers, and all other sources of income (gross income) meeting the applicable disclosure threshold. Include any payment, fee, salary, expense, allowance, forbearance, forgiveness, interest, dividend, royalty, rent, capital gain, reward, severance payment, prize winnings, and tax exempt income.
DO NOT INCLUDE: gifts; governmentally mandated payments/benefits; or retirement, pension or annuity payments funded totally by contributions of the official/employee.
- **Gifts:** The name and address of each source of gift(s) of \$250 or more in the aggregate and the value and circumstances (including a description) of each such gift. Gifts from family members and certain friends are exempt.
 - A gift is defined as anything that is received without consideration of equal or greater value, excluding (1) political contribution(s) otherwise reportable as required by law; (2) commercially reasonable loan(s) made in the ordinary course of business; or (3) hospitality, transportation or lodging.
- **Transportation, Lodging or Hospitality Expenses:** The name and address of the source and the amount of each payment/reimbursement by the source for actual transportation, lodging or hospitality expenses received in connection with the public position where such payments/reimbursements exceed \$650 in an aggregate amount for the reporting year. The filer is not required to report payments/reimbursements made by a governmental body or an organization/association of political subdivisions in which the filer serves in an official capacity.
 - The term "hospitality" is defined to include meals, beverages, and recreation or entertainment. It does not include gifts, transportation, or lodging.

- Any office, directorship or employment of any nature whatsoever in any business entity, regardless of compensation.
- Any financial interest in any legal entity engaged in business for profit.
 - The term “financial interest,” is defined as “[a]ny financial interest in a legal entity engaged in business for profit which comprises more than 5% of the equity of the business or more than 5% of the assets of the economic interest in indebtedness.” 65 Pa.C.S. § 1102.
- The name and address and financial interest (see, definition above) held in a business which has been transferred to a member of the filer’s immediate family (parent, spouse, child, brother, sister) during the prior calendar year.

Penalty for the Failure to File: Any person who fails to file a Statement of Financial Interests as required by the Ethics Act may be found guilty of a misdemeanor and may be fined not more than \$1,000.00 or imprisoned for not more than one year or be both fined and imprisoned. No public official shall be allowed to take the oath of office, enter or continue upon his/her duties, or be compensated from public funds unless he/she has complied with the requirements of the Ethics Act for filing Statements of Financial Interests. Any public official or employee who is required to file a statement and does not do so or who files a deficient statement may be penalized up to \$25 per day for each day said statement is delinquent or deficient, for a maximum of \$250.

Public Inspection and Copying: All Statements of Financial Interests filed pursuant to the provisions of the Ethics Act shall be made available for public inspection and copying during regular office hours, and copying facilities shall be made available at a charge not to exceed actual cost.

IV. RESTRICTED ACTIVITIES

The Public Official and Employee Ethics Act sets forth certain restricted activities in which public officials and employees may not engage. These restrictions provide the basis upon which many Ethics Commission rulings are issued.

A. Restricted Activities under the Ethics Act

1. Conflict of Interest. No public official or public employee shall engage in conduct that constitutes a conflict of interest. A conflict of interest is defined as use by a public official or public employee of the authority of his/her office or employment or any confidential information received through his/her holding public office or employment for the private pecuniary benefit of himself/herself, a member of his/her immediate family, or a business with which he/she or a member of his/her immediate family is associated. “Conflict” or “conflict of interest” does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or

other group which includes the public official or public employee, a member or his/her immediate family or a business with which he/she or a member of his/her immediate family is associated.

2. Seeking Improper Influence. No person shall offer or give to a public official, public employee or a member of his/her immediate family or a business with which he/she is associated, anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment based on the offeror's or donor's understanding that the vote, official action or judgment of the public official or public employee would be influenced thereby.

3. Accepting Improper Influence. No public official or public employee shall solicit or accept anything of monetary value, including a gift, loan, political contribution, reward, or promise of future employment based on any understanding of that public official or public employee that the vote, official action, or judgment of the public official or public employee or nominee or candidate for public office would be influenced thereby.

4. Honorarium. No public official or public employee shall accept an honorarium.

5. Contingent and Severance Payments

- (a) No person shall solicit or accept a severance payment or anything of monetary value contingent upon the assumption or acceptance of public office or employment.
- (b) This subsection shall not prohibit:
 - (i) Payments received pursuant to an employment agreement in existence prior to the time a person is appointed for public office or makes application for public employment.
 - (ii) Receipt of a salary, fees, severance payment or proceeds resulting from the sale of a person's interest in a corporation, professional corporation, partnership or other entity resulting from termination or withdrawal therefrom upon the assumption or acceptance of public office or employment.
- (c) Payments made or received pursuant to paragraph (b)(i) and (ii) shall not be based on the agreement, written or otherwise, that the vote or official action of the prospective public official or employee would be influenced thereby.

6. Contract. No public official or public employee or his/her spouse or child or any business in which the person or his/her spouse or child is associated shall enter into any contract valued at \$500 or more with the governmental body with which the public official or public employee is associated or any subcontract valued at \$500 or more with any person who has been awarded a contract with the governmental body with which the public official or public employee is associated, unless the contract has been awarded through an open and public process, including prior public notice and subsequent public disclosure of all proposals considered and contracts awarded. In such a case, the public official or public employee shall not have any supervisory or overall responsibility for the implementation or administration of the contract. Any contract or subcontract made in violation of this provision shall be voidable by a court of competent jurisdiction if the suit is commenced within ninety (90) days of the making of the contract or subcontract.

7. Former Official or Employee. No former public official or public employee shall represent a person, with promised or actual compensation, on any matter before the governmental body with which he/she has been associated for one (1) year after he/she leaves that body.

8. Misuse of Statement of Financial Interests. No person shall use for any commercial purpose information copied from Statements of Financial Interests required by the Ethics Act or from lists compiled from such statements.

9. Voting Conflict. Where voting conflicts are not otherwise addressed by the Constitution of Pennsylvania or by any law, rule, regulation, order or ordinance, the following procedure shall be employed. Any public official or public employee who in the discharge of his/her official duties would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his interest as a public record in a written memorandum filed with the person responsible for recording the minutes of the meeting at which the vote is taken, provided that whenever a governing body would be unable to take any action on a matter before it because the number of members of the body required to abstain from voting under the provisions of this section makes the majority or other legally required vote of approval unattainable, then such members shall be permitted to vote if disclosures are made as otherwise provided herein. In the case of a three-member governing body of a political subdivision, where one member has abstained from voting as a result of a conflict of interest and the remaining two members of the governing body have cast opposing votes, the member who has abstained shall be permitted to vote to break the tie vote if disclosure is made as otherwise provided above.

B. Other Activities Restricted at Charter School

The Charter School Board of Trustees, Officers and employees shall also be restricted from engaging in the following activities:

1. Use confidential information, as defined by the Sunshine Act or the Board of Trustees, concerning property, personnel matters, or affairs of Charter School or its employees to advance the financial or other private interests of the Trustee, employee or others; nor shall Trustees and employees disclose confidential information except as directed by the Board of Trustees or a court of law. Nothing in this provision shall be interpreted as prohibiting the practice of "whistle-blowing."

2. Solicit directly from other Trustee or employees, students or their parents, anything of value for the Trustee's or employee's personal benefit.

3. Purchase property of any kind from Charter School, either directly or indirectly, except in a manner approved by the Board of Trustees for the particular sale involved, unless 1) there is an open and public bid process, including public notice and subsequent public disclosures of all bids considered and contracts awarded, and 2) the Trustee or employee did not act in an official capacity in connection with the sale, and 3) the Trustee or employee was not privy to non-public information received in the course of his/her office or employment.

4. Use Charter School's name as leverage to enhance personal opportunities when dealing with others in political, investment, or retail purchasing activities.

5. Participate in the review and approval of publications or materials for Charter School purchase if the Trustee or employee is the author/editor of or has any financial interest in the sale of such publications or materials.

6. Refer a Charter School parent or student to a service, service provider or product in return for anything of value. Employees making referrals as part of their official duties shall make referrals to more than one provider of any non-unique service or product. For example, Charter School counselors shall refer parents or students to more than one counselor or provider of medical services where comparably qualified persons are available.

7. Advertise business or professional activities on Charter School property or use Charter School work hours, property or services to perform or promote personal or commercial enterprises or to campaign or raise money for any candidates for political office.

8. It is commonly recognized that there is a direct correlation between illegal or improper transactions and payments and inaccurate records. To guarantee the

accuracy of Charter School's' books and records, the following principles shall be observed:

- (a) All transactions or conduct of Charter School business shall be properly reflected in Charter School's books;
- (b) Unrecorded funds, money or other assets of Charter School shall not be established or maintained;
- (c) Any payment is prohibited if no record of its disbursement is entered in Charter School's accounting records; and
- (d) False and/or fictitious entries in the books or records of Charter School or issuing false or misleading documents shall be prohibited.

9. Trustees and Officers should carefully scrutinize outside employment to avoid potential conflicts of interest and with regard to employees also. Specifically, no employee or Trustee shall tutor or counsel as a private enterprise, for compensation, pupils assigned to any class of Charter School to which the employee is assigned. Employees may tutor or counsel pupils enrolled in other schools unless such private enterprise conflicts with or impairs the proper discharge of official duties.

V. PENALTIES FOR VIOLATING THE ETHICS ACT

A. Restricted activities violation

Any person who violates the provisions of section 1103(a), (b) and (c) of the Ethics Act (relating to restricted activities) commits a felony and shall, upon conviction, be sentenced to pay a fine of not more than \$10,000 or to imprisonment for not more than five (5) years, or both.

B. Financial interests statement violation

Any person who violates the provisions of section 1103(d) through (j), 1104 (relating to statement of financial interests required to be filed) or 1105(a) (relating to statement of financial interests) of the Ethics Act commits a misdemeanor and shall, upon conviction, be sentenced to pay a fine of not more than \$1,000 or to imprisonment for not more than one (1) year, or both.

C. Treble damages

Any person who obtains financial gain from violating any provision of this chapter, in addition to any other penalty provided by law, shall pay a sum of money equal to three times the amount of the financial gain resulting from such violation into the State Treasury or the treasury of the political subdivision. Treble damages shall not be assessed against a person who acted in good faith reliance on the advice of legal counsel.

D. Impeachment and disciplinary action

The penalties prescribed in this section do not limit the power of agencies or commissions to discipline officials or employees.

Any person who obtains a financial gain in violation of the Ethics Act may, in addition to the above penalties, be required to pay restitution plus interest to the appropriate governmental body.

In addition to any other civil remedy or criminal penalty provided for in the Ethics Act, failure to timely file a Statement of Financial Interests or filing of a deficient statement may result in a penalty of up to \$25 per day, for a maximum of \$250.

NOTE: A public official of a political subdivision who acts in good faith reliance on a written, non-confidential opinion of the political subdivision's solicitor, or upon such solicitor's opinion publicly stated at an open meeting of the political subdivision and recorded in the official meeting minutes, shall not be subject to the criminal penalties or the treble damage penalties of the Ethics Act.

VI. ADDITIONAL POLICY PROVISIONS

A. Conflict of Interest Resolution

1. In the event that a question of conflict of interest or the appearance of conflict of interest arises, a Trustee or employee should apprise his/her superior and the Board President who will investigate and report the fact of the inquiry and results of his investigation to the Chief Executive Officer and the Board of Trustees for resolution. A Trustee having a conflict question shall take it to the President of the Board of Trustees who, if he/she cannot resolve it, with counsel, will refer the question to the Board of Trustees for resolution.

2. Person who serves as an administrator for Charter School shall not receive compensation from another charter school or from a company that provides management or other services to another charter school in accordance with the Public School Code of 1949, 24 P.S. 17-1715-A.

- (a) "Administrator" shall include the Chief Executive Officer and all other employees who by virtue of their positions exercise management or operational oversight responsibilities.
- (b) A person who serves as an administrator shall be a public official as defined by 65 Pa. C. S. § 1101, *et seq.*
- (3) A violation of this provision shall constitute a violation of 65 PA.C.S. § 1103 (a) and the violator shall be subject to the penalties imposed under the jurisdiction of the state ethics commission.

3. All violations of the foregoing policy are subject to appropriate censure or disciplinary action, including termination of employment and any penalties as prescribed by law.

4. Any contract or subcontract made in violation of this policy shall be voidable by the Board of Trustees and subject to termination for the Board's convenience.

VII. ADMINISTRATION OF THE POLICY

The Board of Trustees shall adopt this policy and delegate to the Chief Executive Officer the responsibility for its administration throughout Charter School. It is the responsibility of all Trustees, Officers and representatives of Charter School to be familiar with this policy and to abide by the letter and spirit of its provisions at all times.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Roberto Clemente Elementary Charter School

Attachment Four:

Fiscal Budget

Roberto Clemente Charter School

Elementary School

		2014-2015 Budget	2015-2016 Budget	2016-2017 Budget
REVENUES				
6620	Lunch Non-Reimbursable	\$ 1,000.00	\$ 1,300.00	\$ 1,500.00
6944	ASD Enrollment Regular Students	\$ 2,400,000.00	\$ 2,897,690.00	\$ 2,926,666.00
6945	ASD Enrollment Special Ed Students	\$ 480,000.00	\$ 303,000.00	\$ 307,000.00
7330	State Health Services Reimbursement	\$ 4,500.00	\$ 4,700.00	\$ 5,000.00
7820	PSERS Reimbursement	\$ 125,000.00	\$ 139,300.00	\$ 150,400.00
8514	Federal Grant/Title I	\$ 140,000.00	\$ 140,000.00	\$ 140,000.00
8515	Federal Grant/Title II	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
8516	Federal Grant/Title III	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
7600/8531	Lunch Reimbursement	\$ 130,500.00	\$ 134,000.00	\$ 138,500.00
Total Revenues		\$ 3,299,000.00	\$ 3,637,990.00	\$ 3,687,066.00
EXPENSES				
1100/110 Regular Instruction				
-100	Regular Program Salaries	\$ 749,880.00	\$ 730,000.00	\$ 744,600.00
-103	Substitutes	\$ 22,100.00	\$ 22,500.00	\$ 23,000.00
-200	Instructional Benefits	\$ 516,341.00	\$ 536,300.00	\$ 594,100.00
-432/442	Equipment Maintenance/Rental	\$ 14,000.00	\$ 14,300.00	\$ 14,700.00
-590	Field Trips	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
-610/648	Supplies/Educational Software	\$ 35,300.00	\$ 15,000.00	\$ 16,000.00
-640	Books & Periodicals	\$ 38,000.00	\$ 12,000.00	\$ 12,000.00
-750	Equipment-New & Additional	\$ 100,000.00	\$ 150,000.00	\$ 120,000.00
Total 1100/1101		\$ 1,480,621.00	\$ 1,485,100.00	\$ 1,529,400.00
1200 Special Education Instruction				
-100	Special Education Salaries	\$ 141,000.00	\$ 143,800.00	\$ 147,000.00
-103	Substitutes	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00
-200	Special Education Benefits	\$ 84,669.00	\$ 88,600.00	\$ 98,600.00
-610	Supplies/Educational Software	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
-640	Books & Periodicals	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
-750	Equipment-New & Additional	\$ 6,900.00	\$ 3,000.00	\$ 3,000.00
Total 1200		\$ 248,169.00	\$ 251,000.00	\$ 264,200.00

Roberto Clemente Charter School

Elementary School

		2014-2015 Budget	2015-2016 Budget	2016-2017 Budget
2100	Student Support Services			
-100	Student Support Services Salaries	\$ 39,000.00	\$ 75,500.00	\$ 77,000.00
-200	Student Support Services Benefits	\$ 31,594.00	\$ 67,300.00	\$ 74,600.00
-300/330	Psychologist Services	\$ 15,000.00	\$ 15,600.00	\$ 16,000.00
	Total 2100	\$ 85,594.00	\$ 158,400.00	\$ 167,600.00
2200/225	Instructional Staff Support/Library			
-100	Staff Support Services Salaries	\$ 39,150.00	\$ 40,000.00	\$ 40,800.00
-200	Staff Support Services Benefits	\$ 31,633.00	\$ 34,300.00	\$ 38,000.00
-432/442	Library Equipment Maintenance/Rental	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00
-610	Library Supplies	\$ 3,000.00	\$ 3,000.00	\$ 3,500.00
-640	Library Books/Periodicals	\$ 19,000.00	\$ 8,000.00	\$ 8,000.00
-750	Equipment New & Additional	\$ 11,000.00	\$ 5,000.00	\$ 5,000.00
	Total 2200/2250	\$ 105,783.00	\$ 92,400.00	\$ 97,500.00
2300	Administration (Principal's Office)			
-100	Administration Salaries	\$ 192,040.00	\$ 206,000.00	\$ 210,100.00
-200	Administration Benefits	\$ 114,779.00	\$ 127,949.00	\$ 141,500.00
-330	Legal Services	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
-530	Communications	\$ 13,000.00	\$ 6,500.00	\$ 7,200.00
-610	Supplies	\$ 13,000.00	\$ 13,000.00	\$ 13,800.00
	Total 2300	\$ 338,319.00	\$ 358,949.00	\$ 378,100.00
2400	Health Services			
-100	Health Services Salaries	\$ 23,520.00	\$ 42,400.00	\$ 43,300.00
-200	Health Services Benefits	\$ 7,268.00	\$ 35,000.00	\$ 38,800.00
-330	Contracted Services	\$ 3,500.00	\$ 6,000.00	\$ 6,000.00
-610	Supplies	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
	Total 2400	\$ 38,288.00	\$ 87,400.00	\$ 92,100.00

Roberto Clemente Charter School Elementary School

2500	Fiscal Operations	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget	2014-2015 Budget	2015-2016 Budget
-100	Fiscal Operations Salaries	\$ 70,200.00	\$ 27,600.00	\$ 29,000.00	\$ 70,200.00	\$ 27,600.00	\$ 29,000.00	\$ 70,200.00	\$ 27,600.00
-200	Fiscal Operations Benefits	\$ 40,909.00	\$ 30,600.00	\$ 34,500.00	\$ 40,909.00	\$ 30,600.00	\$ 34,500.00	\$ 40,909.00	\$ 30,600.00
-330	Payroll Processing	\$ 3,700.00	\$ 3,900.00	\$ 4,100.00	\$ 3,700.00	\$ 3,900.00	\$ 4,100.00	\$ 3,700.00	\$ 3,900.00
-333	Auditor	\$ 6,000.00	\$ 10,000.00	\$ 11,500.00	\$ 6,000.00	\$ 10,000.00	\$ 11,500.00	\$ 6,000.00	\$ 10,000.00
	Total 2500	\$ 120,809.00	\$ 72,100.00	\$ 79,100.00	\$ 120,809.00	\$ 72,100.00	\$ 79,100.00	\$ 120,809.00	\$ 72,100.00
2600/460	Physical Plant								
-100	Plant Salaries	\$ 76,960.00	\$ 78,500.00	\$ 80,000.00	\$ 76,960.00	\$ 78,500.00	\$ 80,000.00	\$ 76,960.00	\$ 78,500.00
-200	Plant Benefits	\$ 84,110.00	\$ 90,700.00	\$ 101,000.00	\$ 84,110.00	\$ 90,700.00	\$ 101,000.00	\$ 84,110.00	\$ 90,700.00
-411	Refuse/Recycling	\$ 5,000.00	\$ 5,200.00	\$ 5,200.00	\$ 5,000.00	\$ 5,200.00	\$ 5,200.00	\$ 5,000.00	\$ 5,200.00
-422	Electric	\$ 30,000.00	\$ 31,500.00	\$ 33,000.00	\$ 30,000.00	\$ 31,500.00	\$ 33,000.00	\$ 30,000.00	\$ 31,500.00
-424	Water/Sewer	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00	\$ 2,000.00	\$ 2,100.00
-430	Building/Equipment Maintenance	\$ 30,000.00	\$ 30,000.00	\$ 32,000.00	\$ 30,000.00	\$ 30,000.00	\$ 32,000.00	\$ 30,000.00	\$ 30,000.00
-441	Rent	\$ 254,340.00	\$ 305,208.00	\$ 305,208.00	\$ 254,340.00	\$ 305,208.00	\$ 305,208.00	\$ 254,340.00	\$ 305,208.00
-520	Insurance	\$ 18,000.00	\$ 18,900.00	\$ 19,800.00	\$ 18,000.00	\$ 18,900.00	\$ 19,800.00	\$ 18,000.00	\$ 18,900.00
-610	Supplies	\$ 13,000.00	\$ 13,000.00	\$ 13,800.00	\$ 13,000.00	\$ 13,000.00	\$ 13,800.00	\$ 13,000.00	\$ 13,000.00
-750	Equipment/Improvements	\$ 105,000.00	\$ 200,000.00	\$ 200,000.00	\$ 105,000.00	\$ 200,000.00	\$ 200,000.00	\$ 105,000.00	\$ 200,000.00
	Total 2600	\$ 618,410.00	\$ 775,108.00	\$ 792,208.00	\$ 618,410.00	\$ 775,108.00	\$ 792,208.00	\$ 618,410.00	\$ 775,108.00
2800	Planning/Development Services								
-540	Advertising	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
-580	Staff Development-Teachers	\$ 41,860.00	\$ 15,000.00	\$ 15,000.00	\$ 41,860.00	\$ 15,000.00	\$ 15,000.00	\$ 41,860.00	\$ 15,000.00
-581	Staff Development-Non Teachers	\$ 10,000.00	\$ 7,000.00	\$ 7,000.00	\$ 10,000.00	\$ 7,000.00	\$ 7,000.00	\$ 10,000.00	\$ 7,000.00
	Total 2800	\$ 56,860.00	\$ 27,000.00	\$ 27,000.00	\$ 56,860.00	\$ 27,000.00	\$ 27,000.00	\$ 56,860.00	\$ 27,000.00
3100	Food Services								
-100	Food Services - Salaries	\$ 33,600.00	\$ 34,300.00	\$ 35,000.00	\$ 33,600.00	\$ 34,300.00	\$ 35,000.00	\$ 33,600.00	\$ 34,300.00
-200	Food Services Benefits	\$ 10,954.00	\$ 11,600.00	\$ 12,500.00	\$ 10,954.00	\$ 11,600.00	\$ 12,500.00	\$ 10,954.00	\$ 11,600.00
-300	Meals	\$ 150,000.00	\$ 158,000.00	\$ 171,000.00	\$ 150,000.00	\$ 158,000.00	\$ 171,000.00	\$ 150,000.00	\$ 158,000.00
	Total 3100	\$ 194,554.00	\$ 203,900.00	\$ 218,500.00	\$ 194,554.00	\$ 203,900.00	\$ 218,500.00	\$ 194,554.00	\$ 203,900.00
	Total Expense	\$ 3,287,407.00	\$ 3,511,357.00	\$ 3,645,708.00	\$ 3,287,407.00	\$ 3,511,357.00	\$ 3,645,708.00	\$ 3,287,407.00	\$ 3,511,357.00
	Surplus (Deficit)	\$ 11,593.00	\$ 126,633.00	\$ 41,358.00	\$ 11,593.00	\$ 126,633.00	\$ 41,358.00	\$ 11,593.00	\$ 126,633.00

Roberto Clemente Elementary Charter School

Attachment Five:

Anti-Discrimination Policy

Roberto Clemente Elementary Charter School
Allentown, PA 18102

Board of Trustees Policy

ANTI-DISCRIMINATION POLICY

Roberto Clemente Elementary Charter School ("Charter School") shall not discriminate against any person on the basis of age, race/color, sex, religion, sexual orientation, national origin, disability, genetic information or any other classification otherwise protected by applicable state and/or federal laws. Charter School's Board of Trustees recognizes school administrators' and employees' obligations to comply with all applicable federal, state and local laws in providing equal opportunity to all Charter School students. Pursuant to 22 Pa. Code §12.4 and consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951 - 963).

Charter School does not discriminate on the basis of age, race/color, sex, religion, sexual orientation, national origin, disability, genetic information or any other classification otherwise protected by law in the administration of its educational policies, admission policies, hiring policies, scholarship and aid programs, and other to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Roberto Clemente Elementary Charter School

Attachment Six:

Miscellaneous Attachments

Roberto Clemente Elementary Charter School
EIN: 45-5228159
Form 1023: Application for Recognition of Exemption
Responses

Part IV: Narrative Description of Your Activities (Page 2)

Roberto Clemente Elementary Charter School received a charter from the Pennsylvania Department of Education on November 19, 2013 to operate an elementary school in the City of Allentown, PA. The school will serve 320 children in kindergarten through fifth grade. In accordance with its charter, Roberto Clemente Elementary Charter School will begin operations in the 2014-2015 school year. It will be located at 850 Fifth Street, Allentown, PA 18012.

Roberto Clemente Elementary Charter School is a small learning community that inspires and educates students to maximize their success. It provides students with a rigorous academic foundation in both English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. The school challenges students to excel and to acquire the knowledge and skills they will need to be successful in secondary-level study, in college, and as life-long learners. Roberto Clemente Elementary Charter School's vision is to inspire and educate students, ensure their physical and emotional safety, provide each with a sense of belonging, and help them develop the values of integrity, fairness, honesty, responsibility, good citizenship, and respect for other individuals.

Schedule B: Schools, Colleges, and Universities

Section II, Part 1: Establishment of Racially Nondiscriminatory Policy

Roberto Clemente Elementary Charter School ("Charter School") shall not discriminate against any person on the basis of age, race/ color, sex, religion, sexual orientation, national origin, disability, genetic information or any other classification otherwise protected by applicable state and/ or federal laws. Charter School's Board of Trustees recognizes school administrators' and employees' obligations to comply with all applicable federal state and local laws in providing equal opportunity to all Charter School students. Pursuant to 22 PA Code §12.4 and consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951- 963).

Charter School does not discriminate on the basis of age, race/ color, sex, religion, sexual orientation, national origin, disability, genetic information or any other classification otherwise protected by law in the administration of its educational policies, admission policies, hiring policies, scholarship and aid programs, and other to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability.

Section II, Part 7A: List of incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations

Incorporator: Catherine Meinhart

Founding Coalition:

Hispanic American Organization (HAO)

Roberto Clemente Charter School (RCCS, Grade 6-12 middle school and H.S.)

Lupe Pearce: President of HAO and Founder of RCCS

Dr. Samuel Polanco: CEO of RCCS and past President of the RCCS Board of Trustees

Dr. H. Lynn Columba: Associate Professor of Education at Lehigh University and President of the RCCS Board of Trustees

Dr. Maritza Robert: Past CEO/Principal of RCCS

Joan Martin: Past Secretary of the RCCS Board of Trustees

Catherine Meinhart: Past legal counsel for RCCS

Board of Trustees – see below:

Dr. H. Lynn Columba – President
Lehigh University, Mountaintop Campus
111 Research Drive
Bethlehem, PA 18015-4794
Office Phone: 610-758-3237
E-Mail: hlc0@lehigh.edu

Mr. Alexander Rolón – Secretary
Northampton Community College
Mathematics Dept.
3835 Green Pond Rd.
Bethlehem, PA 18020
Office Phone: 610-861-4163
E-Mail: arolon@northampton.edu

Mr. John Bassler – Treasurer
KNBT
3327 Cambridge Circle
Allentown, PA 18104
Office Phone: 610-861-7956
E-Mail: john.bassler@knbt.com

Rev. Francisco Francheschi
1600 Lehigh Parkway E.
Regency Towers Apt. 6N
Allentown, PA 18103
Phone: 484-634-6869

Ms. Carla Ortiz Belliard
826 N. Plymouth St.
Allentown, PA 18109
E-Mail: c.ortizc21keim@hotmail.com
Cell Phone: 484-226-3130

Mr. G. Timothy Clemens
Clemens Food Group
2700 Clemens Road
Hatfield, PA 19440
Office Phone: 215-368-2500 x8248
E-mail: timc@clemensfoodgroup.com

Dr. Jill Sperandio
Lehigh University, Mountaintop Campus
111 Research Drive
Bethlehem, PA 18015-4794
Office Phone: 610-758-3392
E-Mail: jis204@lehigh.edu

Ms. Michelle Hopkins
2323 S. Carbon St.
Allentown, PA 18103
E-Mail: Nascars125@aol.com
Phone: 610-797-4581

Compensation: None. Trustees serve as volunteers.

Relationships: Dr. Columba and Dr. Sperandio are both professors at Lehigh University.

Dr. H Lynn Columba is a professor of mathematics education at a nearby university. She serves as President of the Board and volunteers approximately 3 hours per week.

Mr. John Bassler is vice president of lending at a nearby bank. He serves as Treasurer and volunteers approximately 3 hours per week.

Mr. Alex Rolon is a mathematics professor at a nearby university. He serves as Secretary and volunteers approximately 3 hours per week.

Rev. Francisco Francheschi is a local pastor. As a trustee he provides community input to the board and volunteers approximately 1 hour per week.

Ms. Carla Ortiz Belliard is a real estate agent and parent of a student of RCCS. She serves as a trustee and volunteers approximately 1 hour per week.

Mr. G Timothy Clemens is a human resources director for a food product company. He serves as a trustee and volunteers approximately 1 hour per week.

Dr. Jill Sperandio is a professor of education at a nearby university. She serves as a trustee and volunteers approximately 1 hour per week.

Ms. Michelle Hopkins is a parent of a student of RCCS. She serves as a trustee and volunteers approximately 1 hour per week.

Dr. Samuel Polanco is a retired contract negotiator and serves as the CEO. He volunteers approximately 15 hours per week to the overall supervision of both the academic and business operations of the school.

The principal has not been hired as of yet but will be required to possess all certifications required by the Pennsylvania Department of Education. It will be a 40 hour per week position and requires management of the academic and business operations of the school.

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
 - (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
 - (c) All items described in the application requirements;
 - (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
 - (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
 - (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
 - (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
 - (h) A copy of proof of applicant's non-profit status;
 - (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Name of the authorize official Dr Samuel Polanco Title CEO

Signature of authorized official _____ Date _____

Applicant Organization Roberto Clemente Elementary Charter School Date submitted 7-8-2014

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization **Roberto Clemente Elementary Charter School**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	47341.00	55401.00	55401.00			158143.00
2. Fringe Benefits	15409.00	19251.00	20913.00			55573.00
3. Travel	3000.00	3000.00	3000.00			9000.00
4. Equipment	89400.00	56930.00	59430.00			205760.00
5. Supplies	109300.00	9000.00	11500.00			129800.00
6. Contractual	33000.00	56500.00	50000.00			139500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	297450.00	200082.00	200244.00			697776.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	297450.00	200082.00	200244.00			697776.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

Do you have an Indirect Cost Rate Agreement approved by the Federal government? ___ Yes X No

If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ ED ___ Other (please specify): _____ The Indirect Cost Rate is _____ %

For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %

PR/Award # U282B140006

Name of Institution/Organization: **Roberto Clemente Elementary Charter School**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

**Roberto Clemente Elementary Charter School
2015/2016
YEAR 2 (Implementation-1)**

1 Personnel

Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$ 26,681.00
Networking Administrator (10hrs/wk)(52 weeks)(\$31/hr)	\$ 16,120.00
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$ 12,600.00

\$ 55,401.00

2 Fringe Benefits

FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 34.75%	\$ 19,251.00
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\$ 19,251.00

3 Travel

Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)	\$ 3,000.00
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\$ 3,000.00

4 Equipment

1 Server including infrastructure	\$ 17,230.00
30 Computers	\$ 30,000.00
Smart Classrooms (4 projectors/boards)	\$ 9,700.00

\$ 56,930.00

5 Supplies

Text Books	\$ 7,000.00
Library Books	\$ 2,000.00

\$ 9,000.00

6 Contractual

Online Resources	
Student Management System	\$ 5,000.00
Benchmark Testing	\$ 5,000.00

Program Evaluator	\$ 5,000.00
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"Success For All" Programs	
PD & Coaching K-5	\$ 20,000.00
Dual Language Program Strategies	\$ 10,000.00
Saxon Math Training	\$ 7,000.00
Technology Integration Training	\$ 2,500.00
Induction Program Training	\$ 2,000.00

\$ 56,500.00

Total \$ 200,082.00

**Roberto Clemente Elementary Charter School
2016/2017
YEAR 3 (Implementation-2)**

1 Personnel

Project Director (10hrs/wk)(52 weeks)(\$51.31/hr)	\$ 26,681.00
Networking Administrator (10hrs/wk)(52 weeks)(\$31/hr)	\$ 16,120.00
Curriculum Coordinators (7 Coordinators)(5hrs/wk)(12 weeks)(\$30/hr)	\$ 12,600.00

\$ 55,401.00

2 Fringe Benefits

FICA/State Unemployment/Workers' Compensation/PSERS (Retirement)- 37.75%	\$ 20,913.00
--	--------------

\$ 20,913.00

3 Travel

Washington DC-2 days/3 nights(2 Staff)(\$1,500/person)	\$ 3,000.00
--	-------------

\$ 3,000.00

4 Equipment

1 Server including infrastructure	\$ 17,230.00
30 Computers	\$ 30,000.00
2 Printers/Copier	\$ 2,500.00
Smart Classrooms (4 projectors/boards)	\$ 9,700.00

\$ 59,430.00

5 Supplies

Text Books	\$ 6,000.00
Library Books	\$ 5,500.00

\$ 11,500.00

6 Contractual

Online Resources	
Student Management System	\$ 5,000.00
Benchmark Testing	\$ 5,000.00

Program Evaluator	\$ 8,000.00
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"Success For All" Programs	
Coaching & Evaluations	\$ 20,000.00
Building A Professional Community Program	\$ 2,500.00
Standard Align System	\$ 1,000.00
Developing Assessments	\$ 4,000.00
FOSS Training	\$ 4,500.00

\$ 50,000.00

Total \$ 200,244.00

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Roberto Clemente Elementary Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	47,341.00	55,401.00	55,401.00			158,143.00
2. Fringe Benefits	15,409.00	19,251.00	20,913.00			55,573.00
3. Travel	3,000.00	3,000.00	3,000.00			9,000.00
4. Equipment	89,400.00	56,930.00	59,430.00			205,760.00
5. Supplies	109,300.00	9,000.00	11,500.00			129,800.00
6. Contractual	33,000.00	56,500.00	50,000.00			139,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	297,450.00	200,082.00	200,244.00			697,776.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	297,450.00	200,082.00	200,244.00			697,776.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Roberto Clemente Elementary Charter School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Maritza	Middle Name:	Last Name: Robert	Suffix:
----------------	------------------------	--------------	----------------------	---------

Address:

Street1:	850 N. 5th Street
Street2:	
City:	Allentown
County:	Lehigh
State:	PA: Pennsylvania
Zip Code:	18102-6500
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
717-645-6100	610-435-4731

Email Address:
maritzarobert@aol.com

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.