



**CECIL CLASSICAL CHARTER SCHOOL INC.
APPLICATION**

***Cecil Classical Charter School, Incorporated
Presents their Application for
Cecil Classical Charter School
A New and Public Charter School
For Cecil County***

*Authorized Agent for this Application
Tabitha Bathgate, Board President*

*[REDACTED]
[REDACTED]
[REDACTED]
tbathgate@cecilcharter.org
[REDACTED]*

No fax available at this time

***Cecil Classical Charter School, Incorporated
Has No Legal Arrangements with any
Non-Profit Corporate Partnerships, Tribal Entities, Institutions of Higher Learning,
Corporations, or Staff of Existing School Sectarians.***

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PART A: Overview

A.1.Executive Summary

The proposed Cecil Classical Charter School (hereinafter known as CCCS) will be a tuition free public education option designed to promote student-driven learning, hands-on instructional experiences, and innovative teaching methods grounded in the principles of a classical education. CCCS proposes to meet these goals by implementing learning models and educational opportunities outlined below.

- **Collaborative learning will be used to allow multiple students to work together to discuss concepts, solve problems and develop teamwork skills to complete tasks.** This teaching method encourages interaction among the participants, shared responsibility for completion of tasks, the use of individuals' diverse skills and promotes a united social learning environment.
- **Project based learning is an instructional approach that provides students with the ability to build critical thinking skills, build motivation, strengthen communication skills and develop life skills that could include planning, creativity and research.** All of this is developed by allowing students to apply what they learn rather than just memorizing content for a test.
- **Gamification will be implemented through the House System.** This approach to education is engaging and interactive, transforming learning into an experience that is fun, as well as educational. Uniting all grades into individual houses with missions and assignments that involves all students builds leadership, mentoring, challenges, friendly competition, motivation, participation and is enjoyable for everyone involved.
- **Experiential learning will be applied through all grades and will include hands-on learning experiences in the makerspace, through mini field trips, and a green house.** This educational component allows students to apply the skills they have learned, build upon and improve them as they progress from one grade to another.
- **Personalized learning allows educators to tailor learning when and how appropriate to meet the needs of every student.** This allows students the ability to maximize their potential regardless of their abilities or disabilities. Students identified for this educational approach will have individual learning goals that match their skill level and aspirations. A flexible pace allows students to slow down or speed up to meet their goals, based on their abilities. These students will also be provided with customized lessons, resources and activities based on their interests and learning styles; all supported by educator staff, volunteers and tutors as appropriate.

The goal of Cecil Classical Charter School is to develop well-rounded, intellectually curious and morally grounded students who possess the knowledge, skills, and character to thrive in an ever-changing world.

At the heart of the school's model is a commitment to critical thinking and deep engagement with rich academic content. Students will learn to analyze, question, communicate, problem-solve through structured inquiry, Socratic dialogue, experiential learning, and interdisciplinary projects. This approach ensures that every student—regardless of background, ability, or learning style—has access to meaningful, rigorous, and joyful learning.

One feature of the school is its specialized support for students with learning disabilities. We will integrate proven, research-based interventions, individualized learning pathways, and targeted instructional resources to ensure that students with diverse needs receive the tools and confidence required for academic and personal success. Educators will be trained to use the Orton Gillingham approach to teach reading, writing and spelling, especially for students with dyslexia, dysgraphia and dyscalculia.

Equally important, the school will offer robust life-skills education for all students, with particular emphasis on empowering those with disabilities to navigate real-world challenges with independence and dignity. The Maker Space will be equipped with the necessary tools and equipment to aid in this process.

The school will also provide accelerated opportunities for gifted and talented learners, ensuring they are challenged, inspired, and supported to reach their highest potential. Through differentiated instruction, enrichment pathways, and advanced coursework, these students will be encouraged to explore their talents and pursue excellence.

By blending classical education with modern innovation, the school will nurture well-rounded, highly educated, productive, and respectful students who demonstrate strong character, civic responsibility, and a lifelong love of learning. Graduates will move to high school prepared not only for academic success, but for meaningful participation in their communities and future careers.

Additionally, Cecil Classical Charter School will participate in a Founding Family program that will play a pivotal role in shaping and enforcing our motto: BELIEVE, ACHIEVE, SUCCEED. Our founding families will be instrumental in advocating for the charter school, supporting our students, providing financial support through fundraising efforts and contributing to and maintaining our practices and policies. This program will allow families to collaborate with local businesses and teachers to help tailor educational experiences for students through hands on learning initiatives and unique field trip

opportunities. Founding parent-teacher teams will encourage and support family engagement, enhancing the educational experiences of the students by mentoring and offering more one-one educational opportunities where needed. Family involvement within a school system has proven to enhance not only student benefits such as grades, attendance, attitude and behaviors, but it also impacts the school and families with improved communication, collaboration, staff morale and a unified team focused on the education of each and every student.

Vision & Mission

Vision

Our vision is to empower students to become strong academic achievers and **critical thinkers by** developing a love of learning. This vision will be achieved by:

- Providing a high-quality, well-rounded, student-driven education,
- Teaching students' life skills through hands-on learning, that will **allow them** to develop the ability to thrive,
- Empowering every student to achieve the highest level of academic excellence despite any challenges they may have,
- Instilling a love of learning so students can be productive, creative, and responsible,
- Partnering with family and community to create the village students **require** to feel safe, confident, and ready to learn.

At Cecil Classical Charter School, we will strive to provide a range of learning **styles to accommodate** the needs of all students by not only offering a diverse and well-rounded **curriculum**, but by also supplementing hands-on, interactive learning of life skills. **We believe this** approach will provide students at CCCS with a high-quality educational foundation.

Mission

The Mission of Cecil Classical Charter School is to pursue academic excellence **and character enrichment** through a rigorous, content-rich classical curriculum to **prepare students to be exemplary citizens**.

Motto

Believe, Achieve, Succeed

Both our Vision and Mission support our motto. We want every student to have confidence in themselves and believe they can accomplish anything they decide to do. By believing in themselves, students will have the desire to succeed and achieve any goals they may set throughout their lives.

A.2. Profile of Founding Group

Cecil Classical Charter School, Incorporated is a non-profit entity in Maryland whose mission is to advance educational opportunities and empower families in Cecil County by creating exceptional programs through a public classical charter school. The corporation was formed by the Board of Directors listed below. Additional advisory and committee members have provided invaluable support, input and feedback to the Board of Directors during this process.

A. The Cecil Classical Charter School Board of Directors consists of the following community members.

- **Robb Carey** – Due to recent employment related needs and demands, **Mr. Carey resigned** his position effective April 10, 2026. He is now a member of our advisory team.
- **Tabitha Bathgate** – President, Cecil County Resident and Parent; Due to the **resignation** of Mr. Carey, Ms. Bathgate was voted in as Board President **effective April 10, 2026**.
[REDACTED]
- **Kelly Sengstock** – Secretary, Cecil County Resident, CCPS Grandparent *
[REDACTED]
- **Donna Culberson** – Treasurer, Cecil County Resident, CCPS Grandparent *;
[REDACTED]
- **Norma Carey** – Board Member, Cecil County Resident, Grandparent *
[REDACTED]
- **Andrew Goins** – Board Member, Cecil County Resident, Parent
[REDACTED]

The * identifies those board members who have also had children or grandchildren graduate from of Cecil County Public Schools.

Additionally, the Board of Directors has been consulting with eight educational advisors from across the tristate area (MD, DE, PA), who have played a valuable role in helping the Board select a curriculum that aligns with classical education principles, as well as our mission, vision, and goals. Each advisor is either a current or former teacher or principal with experience serving the student population that Cecil Classical Charter School will serve. Several of these advisors also specialize in special education and curriculum development. Their expertise and recommendations have been invaluable to our team.

The first goal of the Board of Directors for Cecil Classical Charter School (CCCS) is to establish a tuition-free public school that will provide a high-quality, classical education option for Cecil County parents, which is currently not available. Creating this school promotes more equitable access to education options in our community, especially for parents who cannot afford private school but want the benefits of a classical education and alternative learning opportunities. This school aligns with the purpose of the Maryland State Department of Education's charter school program to "create alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students." A one-size-fits-all approach does not meet the needs of every student; therefore, CCCS is committed to offering a variety of teaching methods and approaches, along with more individualized attention for each student as appropriate.

Integrating Cecil Classical Charter School as an educational option in Cecil County helps to relieve overcrowding and large classroom sizes in the Cecil County Public Schools at no capital cost to the school system, helping to address an important community concern. Most importantly, Cecil Classical Charter School's classical approach has a strong record of promoting academic achievement and is based in part on the Frederick Classical Charter School's approach, currently ranked the #1 best elementary school in Maryland by U.S. News and World Report.

The Board of Directors and Founding Group have a varied set of expertise and skills that will be invaluable to the opening of Cecil Classical Charter School but commit to identifying subject matter experts and individuals with relevant educational experience throughout the entirety of the process. This will ensure each aspect of the application process has been planned with thoughtful and deliberate action.

Long term, the vision of Cecil Classical Charter School is to be recognized across the State and even nationally for the innovative approach to classical education, which combines both old and new elements into an educational experience that is unique blending classical pedagogy with hands-on experiences through our innovative teaching methods. Because of these unique teaching methods and the anticipated outstanding outcomes, Cecil Classical Charter School will become a pillar of the community; strengthening the educational support network and adding another dimension to Cecil County's public school system. Together, charter and district public schools will propel each other forward, making Cecil County public schools even more distinguished within the state and one day, nationally. We look forward to a partnership within the Cecil County Public School system to bring educational choice to our parents, students and community.

B. Orgs and business / directors or officers

Name	Organization	Title
Tabitha Bathgate	None	
Kelly Sengstock	Moms for Liberty	Chapter Secretary
Donna Culberson	Moms for Liberty M4L Legislative Committee County Government	Chapter Chair Vice Chair Council Member
Norma Carey	Republican Women of Cecil County	Vice President
Andrew Goins	None	

Annual Reports for the organizations listed above are not required under applicable regulations, and no such reports are currently available.

C. The Articles of Incorporation and the IRS Form 990 can be found on the following pages.



Wes Moore | Governor
Aruna Miller | Lt. Governor
Daniel K. Phillips | Director
Marcus Arizona | Deputy Director

Date: 7/4/2025

DONNA CULBERSON



THIS LETTER IS TO CONFIRM ACCEPTANCE OF THE FOLLOWING FILING:

ENTITY NAME : Cecil Classical Charter School Incorporated

DEPARTMENT ID : 028201830
TYPE OF REQUEST : Articles of Incorporation
DATE FILED : 5/11/2025
TIME FILED : 9:03 AM
FILING NUMBER : 5000000011502621
CUSTOMER ID : 5001701370
WORK ORDER NUMBER : 1513125024

PLEASE VERIFY THE INFORMATION CONTAINED IN THIS LETTER. NOTIFY THIS DEPARTMENT IN WRITING IF ANY INFORMATION IS INCORRECT. INCLUDE THE CUSTOMER ID AND THE WORK ORDER NUMBER ON ANY INQUIRIES. EVERY YEAR THIS ENTITY MUST FILE A PERSONAL PROPERTY RETURN IN ORDER TO MAINTAIN ITS EXISTENCE EVEN IF IT DOES NOT OWN PERSONAL PROPERTY THE RETURN IS FOUND ON THE SDAT WEBSITE.

Maryland Department of Assessments and Taxation
100 East Pratt Street, 2nd Flr, Ste 2700
Baltimore, Maryland 21202
www.dat.maryland.gov
410-767-1184 (Main) 1-888-246-5941 (Toll-Free)
1-800-735-2258 (Maryland Relay)

EFFECTIVE DATE : 5/11/2025
PRINCIPAL OFFICE :



RESIDENT AGENT : Donna Culberson



Department of the Treasury
Internal Revenue Service

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

2024

Open to Public Inspection

A For the 2024 Calendar year, or tax year beginning 2024-07-01 and ending 2025-06-30

B Check if available

☐ Terminated for Business☒ Gross receipts are normally \$50,000 or lessC Name of Organization: CECIL CLASSICAL CHARTER
SCHOOL INCD Employee Identification
Number [REDACTED]

E Website:

www.cecilclassicalcharterschool.org

F Name of Principal Officer: Robert Carey

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.

D. Affidavit, Disclosure and consent for background check – EXHIBIT 1**A.3. Background Information**

All background information requested in A through D below is included in the resumes that follow for each Board member.

A. References**B. Employment History****C. Education History****D. Statement of Intent**

Tabitha Bathgate, President –

TABITHA BATHGATE

REALTOR



PROFESSIONAL SUMMARY

Realtor with over two decades of extensive expertise in real estate management and client relationship building across Maryland. I demonstrate strong leadership and communication skills, effectively manage transactions and ensure legal compliance while upholding strong ethical standards and integrity combined with compassion and expertise in my field. I am committed to fostering community engagement and delivering exceptional customer service while aspiring to enhance operational efficiency through innovative strategies.

As a mother of two, I believe in leading with strong family values and encouraging independence in the next generation. Whether I'm guiding a first-time homebuyer or mentoring my children, I focus on teaching people how to think for themselves by fostering independence and helping to guide them to make smart decisions and stay true to their goals.

EMPLOYMENT HISTORY

2002 – PRESENT Realtor, Self-Employed, Maryland

- Manage real estate transactions and client relationships across Maryland; this includes both sales and leased properties.
- Navigate regulatory processes and ensure legal compliance in all real estate activities. Streamlined property management processes, resulting in faster tenant placements and reduced vacancy periods across the rental portfolio.
- Analyzed market trends and property values to provide clients with data-driven insights, enabling informed decision-making and successful transactions. Developed a comprehensive compliance checklist to navigate regulatory requirements, ensuring all transactions met legal standards and minimizing risks.
- Renovate property based on current trends – this includes planning, designing and budgeting accordingly to maximize profit and minimize risk.

2023 – 2025 Volunteer Educator, Meraki Academy

- Assisted teachers and students in an alternative education setting.
- Supported individualized learning by encouraging curiosity and student responsibility.
- Assisted with multiple educational based field trips with the students to help them explore & discover

2011 – 2015 Vice President. MOMS Club - Elkton Chapter

- Collaborated with the president to plan and organize chapter events.
- Led fundraising initiatives to support club efforts and contribute to community outreach.
- Fostered connection and mutual support among local parents.

2000 – 2004 Office Manager & Medical Billing, Collins Chiropractic, Prince Frederick, MD

- Managed day-to-day functions of a busy chiropractic office, including scheduling, billing, and insurance processing.
- Supported practice growth by maintaining accurate patient records and delivering excellent customer service.

SKILLS

Real Estate Management, Business Management, Event Planning, Office Administration,
Medical Billing Leadership, Communication, Customer Service, Educational Support, Community Engagement,
Mentoring, Delegation

STATEMENT OF INTENT

Alongside my career in real estate, I found myself drawn to something deeply meaningful—volunteering in a Montessori classroom. In that space, I had the opportunity to guide children as they explored, questioned, and began to discover their own love of learning. Watching a child's curiosity spark and grow is incredibly fulfilling. Being even a small part of that journey—helping them take those first steps toward independence and confidence—left a lasting impression on me.

As a parent, those experiences resonated even more deeply. I've seen firsthand that not all children learn the same way, and not all thrive in the same environment. Every child is unique, and their education should reflect that. Like many families in Cecil County, I understand the desire for options—places where different learning styles are recognized, supported, and celebrated.

This is what drives my next step. I am committed to doing whatever I can to help bring the first charter school to Cecil County and to support its success. This is not just an initiative to me - it's personal. It's about creating opportunities for children to learn in ways that inspire them, challenge them, and help them grow into confident, capable individuals.

Cecil County families deserve access to educational choices that meet the diverse needs of their children. I am dedicated to helping make that possible and to being part of something that can have a lasting, positive impact on our community.

REFERENCES

Jennifer Granger
Founder and owner of Meraki Academy

Relationship: I worked alongside Jennifer at Meraki Academy to help her achieve the goals of her school. I also was Jennifer's realtor when she relocated so we worked together on multiple facets.

Brandford Jensen
Former client

Relationship: I have worked with Brandford many times. As he cares for his disabled sisters, he would be an excellent reference to describe not only I work ethic but also a personal representative of my dealings with his unique situation.

Angela Ford
Former client
Business Owner and Investor

Relationship: I have worked with Angie in many endeavors over many years, involving real estate transactions and beyond.

Donna Culberson, Treasurer

Professional Summary

I am a seasoned Business Office Operations Consultant with 45+ years in long-term care financial and business management. Ten years consulting with Schiavi, Wallace & Rowe supporting Maryland long-term care facilities in all facets of business operations including but not limited to SOP development; staff training; billing/collections; navigating State and Federal reimbursement agencies; Medicaid application assistance; accounting and budget support; and regulatory compliance. I have strong leadership skills, a public speaker, and an advocate for older adults and veterans.

Core Skills

Long-term care operations • Regulatory compliance (state & federal) • Billing & collections • Medicare/Medicaid enrollment • Medicaid application assistance • Policy & procedure development • Staff training & supervision • Financial reporting & controls • Client consulting • Critical thinking skills • Public speaking & community outreach • Regular presenter and seminar leader at state long-term care conferences and association events • Business Management • Customer Service • Communication

Professional Experience

Schiavi, Wallace & Rowe — Business Office Operations Consultant

Maryland (statewide) | 2015 – Present

- Provide operational assessments, SOP writing, staff training, and compliance support for long-term care facilities across Maryland.
- Advise on billing workflows, accounts receivable reduction strategies, payer enrollment, and financial reporting.
- Assist residents with Medicaid applications and coordinate with agencies to expedite determinations.
- Deliver seminars and training for facility staff and association members on billing, compliance, and operational best practices.

Calvert Manor Healthcare Center — Assistant Business Manager

Rising Sun, MD | 1993 – 2015

- Supervised 4 business office staff; managed daily business office operations for a privately owned nursing home.
- Managed billing, A/R, payroll coordination, vendor relations, and financial recordkeeping; implemented process improvements to increase billing accuracy and reduce receivable days.
- Coordinated payer enrollments and supported Medicaid application processing; trained staff on SOPs and compliance.

Regional Consultant / Consulting Specialist — National Nursing Home Corporation & Private Consulting Firm

Midwest & Eastern Shore (regional) | 1983 – 1993

- Progressed from Data Entry Clerk to manager of regional consultant team serving multiple nursing homes.
- Conducted operational reviews, coordinated training, supported billing/financial procedures, and provided tailored consulting services (1992–1993).

Education

- Cecil County College — Finance & Accounting program (1.5 years completed)
- Counseling Program, Bowling Green (Avondale, PA) — coursework and internship focused on counseling children affected by trauma related to parental substance abuse (1991–1993)

Volunteer & Community Service

- Cecil County Council, District 4 — Council Member (4 years)
- Cecil County Veterans Commission — Member
- Commission on Aging — Member
- Youth sports volunteer & fundraiser coordinator (soccer, lacrosse); community event organizer
- Advocate for parental rights and recovery community initiatives

References

- Judy Schiavi — [REDACTED]
- Ken Graybeal — [REDACTED]
- Cindy Quimby — [REDACTED]

Statement of Intent

My intent is to truly leave no child behind. Every child deserves the tools and resources they need to learn and be on grade level regardless of what that may entail. I intend to establish a tuition-free classical charter school where student educational needs are met and provide a rigorous, value-centered K–8 education option for students and parents in this county. The school will restore a proven, knowledge-rich curriculum focused on the trivium (grammar, logic, rhetoric), emphasize reading of great texts, cultivate habits of disciplined thinking and moral character. By providing students with teaching methods and resources they need to learn and grow in each grade, this charter school will prepare students for success in secondary school and civic life.

Kelly Sengstock, Secretary

Introduction

I have been in customer service and administration my entire life, starting with a paper route in elementary school. My greatest sources of professional satisfaction are helping someone get answers to their questions or meeting their customer service needs and supporting the people with whom I work to be effective, efficient, and enthusiastic in their work.

Experience

Detached Office Manager CREATIVE financial group, Newark DE Feb 2015 - present

- Manage front desk receptionist
- Reassignments Facilitator
- Interviewing and onboarding of new personal assistants
- Coordinate visits and meetings with internal resources (training, management, marketing) and third party representatives (sales, CE credits, charities)
- Local IT contact (general maintenance or scheduling of such for all **printers**, computers, and office machinery)
- "Go-To" person for general office troubles (locked out of computer, **upgrade** programs, computer malfunctions, client services)
- Office manager duties working with Managing Sales Director and **Compliance** Officer
- Coordinated detached office renovations
- Coordinated office move in December 2024
- Coordinated merger of our detached office with new parent firm
- Coordinated transition of local office from MetLife to MassMutual
- Order office supplies
- Oversee mail compliance (incoming and outgoing)
- Customer service for 10-12 advisors (greeting clients, generate and **process** paperwork and forms, research on account issues/questions)

Personal Assistant, Independence Wealth Strategies , Newark DE Feb 2013-Feb 2015

- Firm became CREATIVE financial group in 2015
- Provide clerical support to two Agency Sales Directors.
- Client services for two Agency Sales Directors.
- General office duties, including filing, typing, answering phones, etc.

Driver, Autopart International, Abingdon, MD

Sept 2010 – Feb 2013

- Deliver parts to customers.

- Collect payments, issue credits, explain statements and company policy.
- Maintenance and stocking of warehouse.

Director of Religious Education, St. Joseph Church, Meriden, CT Sept 2007 - June 2010

- Organization of teachers, students, supplies, activities, and calendar for parish religious education program grades 1-10
- Maintained paper and electronic files for parish program, including background checks, continuing education for teachers, and diocese and parish required reports
- Increased and maintained communication between students and their parents, teachers and parish priest, school staff and parish council to promote a stronger community within our parish.
- Substituted as needed for grades 1-10.

Teacher's Aide, St. Joseph School, Meriden, CT Dec. 2009 - June 2010

- Daily updating of transportation details for grades K & 1.
- Assisted teachers in grades K-8 as needed in classroom work, individual student help, coordinating schedules and projects, and general classroom upkeep.
- Substituted as needed for grades K-8.

Customer Service Representative, Fosdick Fulfillment Corp. Wallingford, CT Sept. 2006-Sept. 2007

- Resolve customer questions/problems related to on-line and telephone orders of products "As Seen on TV."
- Update database information on products and customer service resolutions.
- Trained newly hired customer service representatives.

Technical Secretary, Monitor Controls, Inc., Wallingford, CT April 1993-Feb. 2000

- Scheduled appointments for service technicians.
- Customer relations and service for installation and technical support departments.
- Alarm monitoring station operator.
- Updated database related to work done on customer alarm systems and correspondence to and from customers.

Education

Lincoln High School, Stockton, CA Graduated 1989 with High Honors

Miscellaneous computer, customer service, organizational and leadership classes over the last 30 years related to above listed employment, including electrical courses to obtain the State of Connecticut L-6 license for low voltage electrical work (1995).

Volunteer

VFW Post 6027 North East, MD (2020-2022): as needed for set up and during fundraisers. On call Kitchen Help

North East H.S. Marching Band Booster President (April 2015-April 2019): I worked closely with our band director to ensure she and the band had what they needed for competitions, football games, and instruments. We met monthly and were responsible for everything from fundraising and fee collections to community service and preparation for competition days. When I wasn't president (2014-2015 and 2019-2020 school years) I was an active volunteer working on concession stands, competitions, and fundraising.

Religious Education Teacher (various grades) 1988 – 2015. In CA as High School student, in CT and 4 years at Immaculate Conception Church, Elkton MD.

School Volunteer: St. Joseph School, Meriden CT -- computer class grades K-4 2005 - 2010, Annual Auction 1996, 1998-2011 (chairperson three times), phone-a-thon 2009 & 2010, Christmas Bazaar 1996-2010 (miscellaneous booths). Elk Neck Elementary, Elkton MD – classroom volunteer 2010-2013 and North East Elementary School – 2023 to present

Other

Cecil County Board of Elections (2019-2023). Board President 2020-2023. We met monthly to review election operations with the Director of Elections. We were responsible for reviewing current and updated election laws and regulations. We supervised the Director and counseled her/him as needed. We were responsible for canvassing during primary and general elections. I was an Election Judge in 2023 and 2024 and will be in 2026

References:

John Swarts

Chief Operating Officer, CREATIVE financial group, [REDACTED]
[REDACTED]

Barbara Exter

Agency Supervisory Officer, CREATIVE financial group, [REDACTED],
[REDACTED]

Ruie LaVoie

Election Director, Baltimore County Board of Elections,
[REDACTED]

Personal Statement of Intent:

As Secretary of the Cecil Classical Charter School Inc. Board of Directors, it is my responsibility to keep complete and detailed records of our meetings, actions, and activities. During our formation and through the application process for CCCS, it has been my duty to keep a record of our meetings and efforts, to keep our Board on track during meetings, and keep us all accountable for our assignments. I am dedicated to continuing to document the progress and accomplishments of the CCCS Board. It is my commitment to provide future Board members with comprehensive documentation of the work we've done to establish the first Charter School in Cecil County. I am in full support of Classical Education and Charter Schools and committed to ensuring the children of Cecil County and their families have educational opportunities that best serve them.

Redacted

Norma Carey, Board Member

NORMA CAREY

PROFESSIONAL SUMMARY

Dedicated community educator, speaker, and family advocate with more than 30 years of **experience** supporting youth, strengthening families, and promoting healthy decision-making. **Skilled presenter** with a proven record of engaging thousands of middle and high school students **annually on** topics including relationships, boundaries, and self-worth. Experienced **homeschool educator and** foster parent committed to creating supportive, values-based learning **environments**. Passionate about expanding educational options for families and **advancing classical education** models.

PROFESSIONAL EXPERIENCE

A Door of Hope, Wilmington, DE

Speaker / Presenter (Part-Time) • 2007–2022

- **Delivered** presentations to middle and high school students across New Castle County, Delaware, reaching approximately 5,000 students per year.
- **Spoke** in public, private, charter, and religious schools on healthy relationships, decision-making, boundaries, and self-worth.
- **Represented** the organization professionally in diverse school environments, **building rapport** with administrators, teachers, and students.
- **Contributed** to youth development by promoting confidence, responsibility, and positive life choices.

USDA – Farmers Home Administration, Newark, DE

Office Manager • 1976–1983

- **Managed** daily office operations, administrative workflows, and customer service functions.
- **Supported** federal program processes with accuracy, professionalism, and attention to detail.
- **Coordinated** communication, scheduling, and documentation for staff and clients.

ADDITIONAL EXPERIENCE

Homeschool Educator • 1989–2003

- Provided full-time home education for three children, two through high school.
- Implemented a classical education model emphasizing strong academics, character development, and independent learning.
- Adapted instruction to individual learning styles and developmental needs.

Foster Parent, Cecil County, MD • 1999–2009

- Provided a safe, stable, and nurturing home for 16 foster children over ten years.
- Maintained long-term supportive relationships with many children and families.
- Collaborated with social workers, schools, and service providers to meet children's emotional and educational needs.

EDUCATION

Glasgow High School — Diploma, 1976

Goldey-Beacom College — Coursework in Accounting I & II

Additional business coursework completed as needed.

COMMUNITY & BOARD SERVICE

Cecil Classical Charter School

Board Member

- Advocates for expanding educational options for families in Cecil County.
- Supports the development of a classical education model rooted in strong academics, character, and parental partnership.
- Draws on extensive experience as a homeschool parent and youth presenter to inform school planning and community engagement.

PERSONAL STATEMENT

As a longtime presenter in schools and a homeschool mother, I believe children learn in many different ways and deserve access to educational environments that meet their unique needs. Cecil County families currently have limited options, and I am committed to helping create an

additional pathway—one grounded in classical education, strong values, and a supportive community.

BIOGRAPHICAL PROFILE

Norma is a dedicated wife, mother of four, and grandmother of ten with a lifelong passion for education and service. She homeschooled her children through high school, preparing them for college and instilling a love of learning. Her family also served the community through foster care, providing stability and compassion to children in need. For 15 years, Norma worked with A Door of Hope Pregnancy Center, teaching more than 5,000 students each year about healthy relationships, boundaries, and self-worth. Her commitment to youth, families, and education continues through her work with the Cecil Classical Charter School board.

REFERENCES

Denise Bodie

████████████████████
████████████████

Candy Davisson

████████████████
████████████████████

Linda Sidowski

████████████
████████████████



Andrew Goins

Purpose Statement

A faith-based educator, pastor, communicator, and community leader committed to cultivating academic excellence, strong moral character, servant leadership, and community engagement within the charter school environment. Bringing years of leadership experience in education, counseling, organizational administration, public ethics oversight, and nonprofit governance, with a demonstrated ability to lead people, build healthy culture, communicate vision, and strengthen institutions through integrity, collaboration, and strategic thinking. Passionate about helping students and families flourish through structured learning, mentorship, accountability, and community partnership.

Education

Degree	Institution	Status
Associate in Religious Education	Covington Theological Seminary	Completed
Bachelor's in Biblical Exposition	Andersonville Theological Seminary	Completed
Master's in Christian Counseling	Louisiana Baptist University	Currently Pursuing

Professional Experience

Senior Pastor – Elyria Baptist Church

Provided organizational leadership, teaching, counseling, and ministry oversight while guiding church growth and community engagement.

Associate Pastor – Pleasant View Baptist Church

Assisted in pastoral leadership, educational programming, student development, outreach coordination, and administrative support.

Pastor – Kingsville Baptist Church

Led congregational operations, discipleship initiatives, volunteer coordination, and strategic ministry planning.

Educator – Open Bible Christian Academy

Served in a classroom educational role focused on student instruction, mentorship, discipline, communication, and character development.

Senior Pastor – Elk Neck Baptist Church (Current)

Currently serves as Lead Pastor overseeing preaching, leadership development, counseling, administration, organizational management, community outreach, strategic planning, volunteer coordination, and educational ministry leadership.

Board & Community Leadership

- Chairman – Cecil County Ethics Commission
- Board Member – *Sharing Real Hope*
- Board Member – Cecil Classical Charter School

Leadership Strengths

- Organizational Leadership & Administration
- Educational Instruction & Mentorship
- Public Communication & Teaching
- Counseling & Family Support
- Community Outreach & Engagement
- Team Building & Volunteer Coordination
- Ethical Oversight & Governance
- Strategic Planning & Vision Casting

Community Contribution

Andrew Goins brings a unique blend of educational leadership, pastoral care, public ethics experience, community engagement, and organizational management that positions him to contribute meaningfully to the mission, culture, and long-term success of Cecil Classical Charter School.

A.4. Governance Structure

Cecil Classical Charter School will be governed by an independent Board of Directors, currently consisting of five members representing a wide range of skills conducive to the operations of a charter school. As board positions become available, we will continue to seek members with relevant skills and experience. The Board currently meets every Thursday evening and will continue to meet the third Thursday of each month. Board members will serve to manage the operations and financial health of the charter school. The Board will ensure compliance with state and federal laws, provide oversight and strategic planning, and fiscal management in addition to guiding the school's vision and mission. The Board treasurer will oversee the financial and accounting management of CCCS including the budget process.

A. Legal Status and Documents

- i. Federal Tax ID - Cecil Classical Charter School, Incorporated is currently registered with the IRS as an educational non-profit organization as of 4/15/2025. The EIN assigned to the charter school is [REDACTED].
- ii. The Articles of Incorporation were submitted 5/11/2025 and were approved 7/3/2025. See A.2.C
- iii. Form 1023 was submitted 6/6/25 requesting 501(c)3 status and was approved 1/27/2026 (retroactive to 5/11/2025).
- iv. The website for Cecil Classical Charter School is:
www.cecilclassicalcharterschool.org

B. Business Arrangements & Partnerships

County Businesses Contacted to Introduce Cecil Classical Charter School

Business Name	Letter & Brochure Mailed or emailed	In Person Meet/drop off flyers
Satori Yoga	4.14.26	
Breathe Yoga	4.14.26	
Chesapeake Gold Farms	4.14.26	
Bayview Outfitters	4.20.26	
Sit means Sit Dog training	4.14.26	
NE Candy Store aka The Itsy Bitsy Candy Store	4.20.26	

Cecil County Sports Weekly	email 4.30.26	
Voices of Hope	4.20.26	
Northrup Grumman	4.20.26	
CC Library	email 4.30.26	
WL Gore & Associates	4.20.26	
Twisted Vine	4.14.26	
After the Races	4.20.26	
Elkton Music Hall	4.20.26	
Estes Express	4.20.26	
Street Lamp Community Theater	4.14.26	
GRC Scrapyard/Recycling	4.14.26	
Terumo Medical corporation	4.28.26	
Rising Sun Martial Arts	4.20.26	
Christiana Care Union Hospital	4.28.26	
Superdojo Martial Arts	4.20.26	
APGFCU	4.28.26	
Milburn Theater	4.20.26	
Tim Plastics, Inc	4.20.26	
North Bay	4.20.26	
Aquafin, Inc	4.20.26	
Fair Hill Nature Center	3/28/2026	Donna spoke with Laura Hannon personally
Regent Cabinet Solutions	4.29.26	
Fair Hill Farm Museum	email 4.30.26	
Cecil County Farm Museum	email 4.30.26	Donna had phone call with Jamie McMillian.
Martin's Food Market (Pharmacy)	4.14.26	
Colored People's Museum	3/28/2026	Donna Spoke with representatives about doing presentations at the charter school
Deep Roots	4.8.26	Donna spoke with John & his staff. Gave them brochures and fliers
North East Family Dentistry	4.14.26	
North East Fire protection & Security	4.20.26	
PNC Bank	4.20.26	

Plumpton Park Zoo	4.20.26	
Noir Bakery & Coffee Co	4.20.26	
Liberty Title Service LLC	4.28.26	
Kirsch title	4.20.26	
Integrity Realty	4.21.26	
Atlantic Fabricators	4.21.26	
Area Construction, Inc.	4.28.26	
The Flag Shop	4.28.26	
Fair Hill Presbyterian church	3.30.26	Norma left brochures
Mercy Baptist Church	3.30.26	Norma left brochures
First Baptist church of North East	2.13.26	Kelly met with Sandy Jackson/left brochures
Resolution Services	4.28.26	
Fairwinds Farms	4.28.26	
Decoy Book Store	email 4.30.26	
Imagination Library of Cecil County	email 4.30.26	
Osben Toulson Photography	email 4.30.26	
Simply the Best Nutrition	4.28.26	
Freedom Hills Therapeutic Riding Center	3.30.26	
Cecil County Tourism	4.29.26	
The Forgetful Fork	4.29.26	
Bella Pizza	4.29.26	
Cecil County YMCA	4.28.26	
Good Shepherd Catholic School	email 4.30.26	
Circle of Care Early Learners	4.29.26	
Reed Learning Center	4.29.26	
Kiddie Academy of Elkton	4.29.26	
Trinity Preschool	4.29.26	
MDRC Head Start NE Center	email 4.30.26	
Grocery Outlet	4.29.26	
American Home & Hardware	4.29.26	
AME Church	3/28/2026	Donna spoke with Ray about bringing programs to CCCS for history classes.
Foster the Family, Elkton Chapter	5/5/2026	Norma spoke with support group and handed out flyers

C. Consultant Expertise

1. Tom Neumark, Volunteer Charter School Consultant

Tom Neumark started the Frederick Classical Charter School, currently ranked by U.S. News as the #2 middle charter school and #1 elementary charter school in Maryland. He is a national top 10 finalist for the bi-partisan Moonshot for Kids contest to improve education. He has trained Maryland teachers in computer science instruction, written for the Maryland Public Policy Institute, and is a regular opinion columnist for the Frederick News Post. He has a Bachelor of Science in Computer Science from West Virginia Wesleyan College and a master's in computer science from Johns Hopkins. He works for Microsoft and has over 23 years of experience in education policy. His role is to guide Cecil Classical Charter School through the intricate process of opening a charter school, identify lessons learned from his own experience opening Frederick Classical Charter School, and serve as a sounding board capable of identifying resources or subject matter experts, as needed throughout the process.

2. Jennifer Granger, Volunteer Charter School Consultant

Education & Organizational Consultant for School Founders

Email [REDACTED]

Professional Profile

Strategic education leader, founder, and operator with 20+ years of experience supporting learning organizations from concept to sustainability. Brings rare, hands-on expertise in launching and leading a school, building compliant systems, managing budgets, designing curriculum, and guiding mission-driven teams. Particularly skilled at advising charter school founders on vision clarity, startup execution, governance, finance, operations, and instructional design—bridging educational best practice with entrepreneurial discipline.

Consulting Focus Areas for Charter School Founders

- Charter school startup planning & launch support
- Mission, vision, and model development
- Curriculum design aligned to state standards
- Organizational design & staffing models
- Budgeting, financial systems, and cash-flow planning
- Governance, compliance, and policy development

- Systems-building for sustainable operations
- Data-informed instructional improvement
- Family, community, and stakeholder engagement
- Entrepreneurial education & real-world learning models

Relevant Experience

Founder & Head of School | Meraki Academy | 2020–2024

- Founded and led a K–12 school, overseeing all academic, operational, and financial functions from startup through growth.
- Designed a full, standards-aligned curriculum including assessments, scope and sequence, and instructional frameworks.
- Navigated regulatory requirements and obtained state approval to operate as a nonpublic school.
- Built systems for scheduling, enrollment, staffing, budgeting, and compliance.
- Hired, trained, and mentored teachers and staff; established a healthy, mission-driven school culture.
- Managed school finances including budgeting, bookkeeping, payroll, accounts payable/receivable, and financial reporting.
- Used student data to refine instruction, improve outcomes, and support diverse learners.
- Scaled enrollment while maintaining instructional quality and organizational stability.

Consulting relevance: Direct, lived experience solving the same challenges charter founders face—before, during, and after launch.

Education Consultant & Private Tutor | 1993–Present

- Designed individualized learning plans across math, science, and literacy.
- Supported students with dyslexia, dysgraphia, and dyscalculia using evidence-based strategies.
- Partnered with families and educators to align instruction and expectations.
- Applied principles of cognitive science, positive psychology, and differentiated instruction.

Consulting relevance: Deep understanding of how instructional decisions impact student outcomes and school culture.

President / General Manager / Office Manager | Mr. Electric of Northern Bay | 2009–2015

- Led budgeting, financial analysis, and strategic decision-making.

- Designed operational systems, policies, and staff training programs.
- Implemented an inventory management system that saved \$123,879 in the first year.

Consulting relevance: Brings strong business acumen, financial discipline, and systems thinking essential for sustainable charter operations.

Leadership & Governance

- Founded and led an annual county-wide entrepreneurship event serving children ages 6–16.
- Chairwoman – Cecil County Children’s Business Fair (2020–Present)
- Designed age-appropriate entrepreneurship and financial literacy learning experiences.
- Recruited and coordinated board members, judges, volunteers, and community partners.
- Secured sponsorships, donations, and prizes; managed event budgeting and logistics.
- Guided young entrepreneurs in pricing, cost analysis, marketing, and profit evaluation.
- Supported participants in launching and scaling real businesses beyond the event.
- Education Coordinator – Business Network International (2012–2015)
- Designed and delivered weekly professional development and educational presentations for business owners.
- Translated complex business and financial concepts into clear, actionable learning experiences.
- Strengthened member engagement through structured learning and accountability systems.
- Supported entrepreneurs in goal-setting, strategic thinking, and performance improvement.
- Board of Directors - Simply Smitten (2017–2019)
 - Provided strategic oversight for a mission-driven creative business.
 - Supported marketing strategy, event planning, volunteer coordination, and community partnerships.
- Team Manager - Destination Imagination (2019–2020)
- Coached student teams through complex, open-ended challenges requiring innovation, teamwork, and project management.
- Guided students in problem-solving, budgeting, timeline planning, and presentation skills.
- Prepared teams for regional and state-level competitions using project-based learning models.

Core Strengths

- School startup strategy
 - Instructional design & curriculum leadership
 - Financial management & budgeting
 - Systems-building & operational clarity
 - Governance, compliance & documentation
 - Data-driven decision making
 - Empathetic, mission-aligned leadership
 - Coaching founders through complexity
-

Education

Bachelor of Science in Psychology

Minor: Small Business Management & Entrepreneurship

University of Maryland, 2020

Consulting Value Statement

I help charter school founders turn vision into a functioning, compliant, and sustainable school—without losing sight of children, culture, or mission. My guidance is grounded in lived experience, not theory: I have built the **systems**, **balanced** the budgets, hired the teams, written the curriculum, and **navigated** the hard decisions founders face every day.

D. Conflict Resolution with Chartering Authority Policy - EXHIBIT 2.

E. Bylaws - EXHIBIT 3.

F. Board of Director Roles, Responsibilities and Qualifications

Board President – The Board President has the responsibility for the **overall** functioning of the board. This person facilitates board meetings, **works with committee chairs, is responsible for holding the board accountable, for executing board functions, ensuring the board is compliant with the approved charter, and following and meeting charter goals.** The Board President must have strong leadership skills, be able to effectively network with the community, parents, staff and other stakeholders, be approachable and responsive, value honesty and integrity, works closely with the public-school designee, be proficient with Roberts Rules of Order, and be 100% in support of the mission of the charter school.

Board Vice President – This position is basically the President’s understudy and second in command. He/she assists with the boards functions to help ensure the charter achieves the goals set for the school, helps to recruit new board members and retain existing members, provides leadership and direction in accordance with the president, ensures transparent communication among all board members, fills in for the president when he/she is unable to perform the duties, may serve as the public school designee at the request of the President, and assists committee chairs as needed. The Board Vice President must have a strong work ethic, strong leadership skills, strong communication skills, support the mission of the charter school, value honesty and integrity, and be proficient with Robert’s Rules of Order.

Board Treasurer – This person oversees all matters related to the school budgeting, property and finances. He/she must work closely with CCCS accounting/bookkeeping staff, CCPS financial staff, serves as the chair for the finance committee, ensures the finance committee is setting and meeting annual goals, educates the board members regarding financial matters, provides monthly financial reports to the board, assists with annual audits, works closely with the chartering authority to ensure accurate reporting of income and expenses, maintains all school accounts and keeps records current, update the website with annual budgets and any budget amendments, works with CCCS’s bookkeeper to ensure accurate coding and reporting, and works with CCCS staff to develop an annual school budget to present to the board. Training may be required for a treasurer who is unfamiliar with non-profit reporting and computer applications required by the chartering authority. The board treasurer must possess a general understanding of the accounting for a nonprofit organization or charter school, knowledge of the budget process, proficient with applications such as excel, proficient with Robert’s Rules of Order, and the ability to learn new financial applications required by the chartering authority.

Board Secretary – The secretary is responsible for preparing the agenda for board meetings, capturing and documenting board meeting minutes, dispersing minutes to the board members and posting on the website timely, ensuring the minutes are approved by the board during a recorded vote, ensures the board adheres to open meeting laws, assuming responsibilities of the president and vice president in their absence from meetings, posting schedule and agenda for board meetings, providing notice of committee meetings for the committee chairs, and retaining and storing all legal documents including minutes and agendas. The Board Secretary must be

proficient with Word; have the ability to take notes to prepare minutes after meetings, able to effectively communicate with board members, able to access school website to post agendas and minutes, and proficient with Robert's Rules of Order.

G. Proposed Communication plan between CCPS and CCCS

Strong communication is foundational to CCCS's success. Our policy ensures timely, consistent, and transparent engagement with stakeholders, including students, families, staff, community partners, local businesses, donors, funding sources, educational authorities, regulators, volunteers, and media to support student achievement, community trust, and operational effectiveness. Maintaining open and purposeful communication, CCCS will build a school culture based on collaboration, accountability, transparency, and a shared investment in student outcomes.

All CCCS communications follow six principles. Clarity makes each message simple and clear. Timeliness means sharing urgent information immediately and routine updates on schedule. Consistency keeps the core message the same across every channel. Two-way communication provides feedback channels and ensures we promptly address stakeholder questions. Accessibility means translations are always available, so every community member can access important information. Privacy protects student and staff data in accordance with confidentiality standards.

To ensure a clear, effective communication policy, designated responsibilities must be established. At CCCS, the Executive Director (ED) or Principal will be responsible for preparing all major electronic communications, delivering strategic updates, and acting as the public representative of CCCS. They may designate an administrative staff member the task of drafting the language for the communications to be delivered, but final approval of is required by one or both of them before release. The designee may also be responsible for maintaining the website and social media, updating contact lists and dispersing electronic communications as directed by the ED or Principal. The Board of Director President and Secretary will prepare board materials and manage public governance communications. Teachers will provide classroom updates, communicate student progress, and conduct parent conferences. The CCCS building operations team will be responsible for communicating about facility matters, schedule changes, and safety issues. The Guidance Counselor will manage translation needs, community partner coordination, and enrollment outreach. The IT and Systems Administrator contractor will be responsible for all

digital portals, protecting data privacy and system security, and ensuring system functionality across all platforms.

CCCS is committed to creating meaningful opportunities for stakeholder voice and engagement. Quarterly parent surveys will be made available in both online and paper formats, with results reviewed, summarized, and published on the school website along with any resulting follow-up actions. An annual staff satisfaction survey will also be conducted and publicly responded to by leadership, including any necessary plans of action. CCCS will hold monthly recorded stakeholder meetings, both face-to-face and virtually, with the schedule published on the website and recordings and meeting minutes posted within 48 hours. A suggestion box, available both on-site and online, will be open to all stakeholders, with submissions reviewed monthly and responses published online. Parents will have the option to form a Parent-Teacher Organization (PTO) and hold meetings at their discretion; the meeting schedule will be made available online, and the PTO Chair will serve as the formal liaison between the parent community and CCCS leadership and the Board. Additionally, community partner roundtables will be convened annually to strengthen external relationships and cooperative efforts.

CCCS will use a diverse set of tools to ensure that information reaches all members of the school community efficiently. Parent-teacher conferences will be held as needed to discuss individual student progress and concerns. CCCS will issue a monthly newsletter to inform the community of upcoming events, important notices and highlight student activities and achievements. Our school website will be the central source for everything CCCS-related. The website will be updated regularly to ensure that the public has access to current, accurate information. Families will be notified of emergencies, such as school closures or unscheduled early dismissals, via text alerts. CCCS will send weekly emails to parents with event reminders, and daily social media posts will highlight school life. Together, these communication methods ensure CCCS preserves a consistent, accessible, and responsive presence for every member of its community.

H. Articles of Incorporation – Refer to A.2.C

I. Federal Tax ID

The tax ID number is [REDACTED]. Copy of IRS Document is on the following page.

Date of this notice: 04-15-2025

Employer Identification Number:
[REDACTED]

Form: SS-4

Number of this notice: CP 575 E

CECIL CLASSICAL CHARTER SCHOOL INC
% DONNA R CULBERSON
[REDACTED]

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

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

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

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

J. Bylaws – Refer to EXHIBIT 3

K. Website Link - www.cecilclassicalcharterschool.org

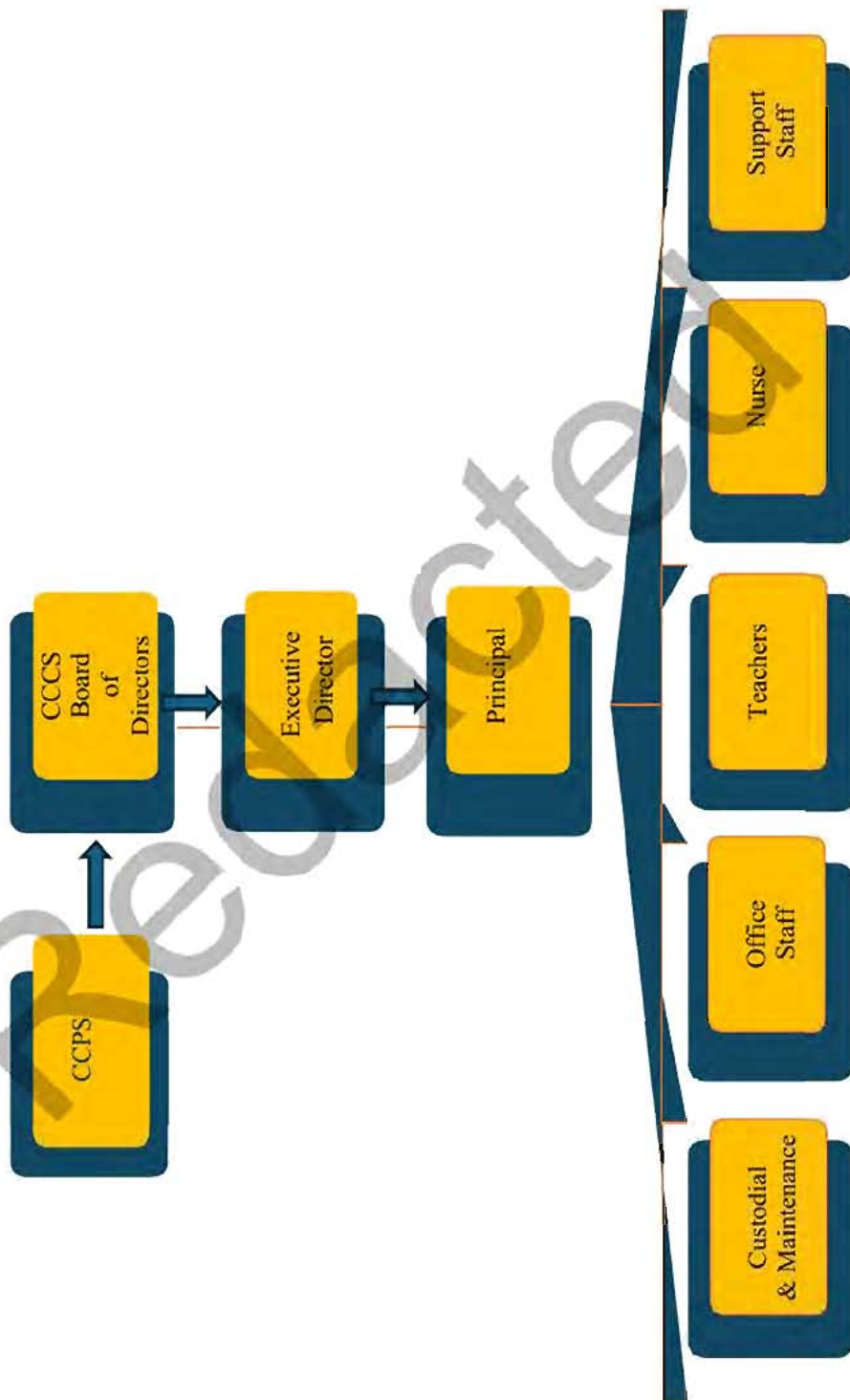
A.5. School Management and Administrative Structure

The Board of Directors reserves the right to hire an Assistant Principal as enrollment grows.

A. Organizational Chart for the School

Cecil Classical Charter School Incorporated is a nonprofit 501(c)3 and **will be governed** by the Board of Directors that will consist of elected officers **and board members**. It is the responsibility of the Board to **manage all business operations** of CCCS including strategic planning and financial management. **The Board** is also responsible for setting the overall direction of the **school and** ensuring the mission and vision for the school is carried out. An **Executive Director (ED)** will oversee the day-to-day operations of CCCS, **working** as a liaison between the school, the Board and CCPS. **The ED will guide** the overall direction of CCCS, working closely with the Board, **and providing** regular updates. The Principal of CCCS will work closely **with the Executive Director**. All instructional staff and student support staff will **report directly** to the Principal. All other school staff will report to the ED. **Refer to the organizational chart below.**

Cecil Classical Charter School Incorporated Organizational Chart



B. Training and Relationship

Extensive professional development training will be provided for our teachers in the classical education model prior to the school opening. Continued professional development will be provided to all teachers for the selected curriculum and follow-up training will be offered as needed throughout the year. We expect that most, if not all, of our instructional staff will not have prior experience working in a classical school and will require training in the education model. CCCS is committed to providing rigorous and thorough training to our staff so that they can deliver a high-quality classical education to our students. Continued professional development to maintain these skills will be offered to all teachers.

Any new instructional staff hired throughout the year and in all subsequent years who are not familiar with classical education or the curriculum, will be provided professional development training to ensure high quality education for all students.

CCCS expects the initial training costs to be higher for the initial year due to teachers hired lacking training in classical education. The expectation is for the cost of professional development to decrease in the following years as teachers become familiar and comfortable with this educational model. CCCS also intend to develop partnerships with neighboring classical charter schools to offer combined professional development to reduce costs even more when appropriate.

C. Proposed Operation Structure

Management Structure

As the governing body of CCCS, a 501(c)3 nonprofit, the Board of Directors will be the governing body for the charter school. The board is comprised of elected officers and board members who will be responsible for managing all business operations of CCCS including strategic planning, recruitment, legal compliance, effective use of school assets and financial management. The Treasurer of the Board will oversee the financial management for CCCS and will prepare the annual operating budget which will be presented to the Board for approval. The Board will also be responsible for setting the overall direction of the school and ensuring the mission and vision for the school is honored.

Cecil County Public School and CCCS will work together regarding recruitment, interviewing and selection of recommended school leadership, including but not limited to, the Principal and Executive Director. The Board of Directors is responsible for the success of CCCS, so it is therefore vital that all selected school staff are dedicated to the classical education model being implemented along with the vision, mission, goals and policies of the school.

A committee of advisors will be implemented and will consist of education scholars, practitioners, business professionals, and others whose experience and expertise will be sought by the Board of Directors to help the school fulfill its vision and mission. The committee of advisors will have no authority over the school, and function only in an advisory capacity.

While there are clearly defined roles and responsibilities within the Board of Directors as described in section A.4.f. and the administrative staff, the goal of the Board is to have an open-door policy for all staff, parents and students that allows direct communication, and promotes transparency and accountability throughout administration and with board members. This will occur by clearly communicating the policy, encouraging transparency, involving staff in governance to obtain their perspectives, and promoting transparency by regularly updating staff and parents about board meetings and the decisions made.

Administrative Structure

The administrative staff will initially consist of the Principal and an Executive Director (ED) with additional administrative staff added as the school grows. The Principal will report to the ED and will lead the administration and educational staff throughout their day-to-day operations in accordance with laws, regulations and policies. The Principal will also work with the Board of Directors on curriculum selection and implementation. In addition, the Principal will be the instructional leader of the school and will manage school staff, records, student relations, and daily schedules. In keeping with the goal of an open-door policy, the principal will be required to visit each classroom and connect with every teacher throughout the day. All disciplinary issues will be addressed by the Principal with students being removed from the classroom when necessary to prevent disruption to instructional time and to maintain a safe and focused learning environment for students and staff.

The Executive Director (ED) will oversee all day-to-day operations of the school and will serve as liaison between the Board of Directors and CCPS. The

ED will ensure the mission and vision of CCCS are upheld, that Federal and State laws are adhered to and the Charter is being executed as approved.

The Executive Director and the Principal will be charged with enforcing school safety and supporting the culture of CCCS as well as teacher development and evaluations.

D. Proposed Code of Ethic

CCCS will adhere to the code of ethics policy and regulations established by CCPS - GBC, GBC-RA, and GBC-EA. The Conflict-of-Interest Policy adopted by the Board of Directors for CCCS can be found in EXHIBIT 4. Conflict of Interest statements were completed and submitted with the Prospectus.

E. Proposed Compliance Plan

CCCS, as a public charter school, is responsible for complying with the Maryland Education Code Title 9, in addition to local and federal regulations. This compliance plan meets these statutory requirements, regulatory guidance, and best practices.

Cecil Classical Charter School is committed to full transparency, accountability, and public trust. To that end, CCCS will comply with all Maryland statutes governing public records and public meetings, as outlined in the State Government Article of the Annotated Code of Maryland, including the Public Information Act (PIA) and the Open Meetings Act (OMA). CCCS recognizes that, as a Maryland public charter school, it is a public entity subject to these laws, and therefore, must ensure that its operations, decision-making processes, and records management practices are accessible, lawful, and conducted with integrity.

To comply with the Public Information Act, CCCS will designate a Public Information Act (PIA) Coordinator who will be responsible for receiving, tracking, and responding to all public records requests. The PIA Coordinator will maintain a publicly accessible email address and mailing address for the submission of requests, which will be posted on the school's website and included in the school's family handbook. The PIA Coordinator will ensure that all requests are acknowledged within the statutory timeframe and that responses are provided in accordance with the law, including the timely production of releasable records, the redaction of confidential information, and the assessment of allowable fees when applicable. CCCS will maintain organized, secure, and searchable records, both digital and physical, to

facilitate efficient responses to PIA requests. CCCS staff will receive annual training on records retention, confidentiality requirements, and proper documentation practices to ensure compliance with state law and CCCS' internal policies.

In accordance with the Open Meetings Act, CCCS will ensure that all meetings of its Board of Directors and any committees performing advisory or decision-making functions are conducted openly, except in circumstances where the Act permits a closed session. The Board will designate an Open Meetings Act Compliance Officer, who will complete the required OMA training provided by the Maryland Attorney General's Office. This individual will ensure that all meeting notices are posted publicly in advance, including the date, time, location, and agenda. Notices will be posted on the school's website and at the school building in a location accessible to the public. The Board will maintain detailed minutes of every meeting, including actions taken, votes recorded, and summaries of discussions, and will make these minutes publicly available in accordance with statutory timelines.

When a closed session is necessary, CCCS will strictly follow the procedures outlined in the Open Meetings Act. The Board will vote in an open session to enter a closed session, identify the statutory basis for closure, and document the reason in the meeting minutes. Only matters permitted under the Act, such as personnel issues, legal consultations, or negotiations, will be discussed in closed session. A written statement of the reason for the closed session will be prepared and retained as required by law.

To ensure ongoing compliance, CCCS will provide annual training for Board members and administrative staff on both the Public Information Act and the Open Meetings Act. The school will also conduct periodic internal reviews of its public records procedures, meeting notices, and minutes to ensure that all statutory requirements are being met consistently. Any updates to Maryland law will be incorporated into CCCS policy promptly, and the Board will revise its procedures as needed to remain in full compliance.

Through this comprehensive compliance plan, grounded in clear procedures, designated responsibilities, staff training, and transparent communication, Cecil Classical Charter School ensures that it meets all obligations under Maryland's public records and public meetings statutes. This commitment reflects the school's dedication to openness, ethical governance, and public accountability.

A.6 Student Population and School Calendar

Cecil Classical Charter School (CCCS) offers an innovative approach to classical education by blending time-tested instructional methods with hands-on experiences. This unique educational model integrates traditional classical learning with experiential components, such as agricultural studies, nature exploration, a House System, a green house and a multi-disciplinary makerspace. These elements work in harmony to create a holistic learning environment that engages students both intellectually and practically.

The intent of CCCS is to provide a well-rounded instructional program that **develops students' knowledge, reasoning abilities, and capacity for self-expression, equipping them with the skills to become wise and virtuous citizens as well as critical thinkers.** We believe we will have the ability to attract families from all walks of life, ethnicities and income levels within Cecil County based on the classical education model **being implemented**, the innovative teaching methods, student-driven learning and **integrated hands-on learning experiences aimed at teaching critical thinking and life skills.**

Another important aspect of CCCS will be the additional focus placed on those **students with special needs, learning disabilities and gifted and talented.** This **population** of students require customized learning, special resources, additional **tools and advanced courses** to help elevate their abilities, enhance their education **and aid them** in receiving the best educational services possible. At CCCS we **believe one-size does not fit all**, therefore our goal is and will always be to **provide every student** with the services they need to reach their full potential.

Cecil Classical Charter School will serve students in grades Kindergarten through **8th grade who are eligible** to attend Cecil County Public Schools (CCPS) and whose families **are drawn to** the classical education model. Cecil County Public School system **currently has 29 schools** and approximately 15,000 students. Of those schools, 23 serve K-**8th grade.** The district's **minority enrollment is approximately 30.4%. Also, 36.7% of students are economically disadvantaged, participating in the federal free and reduced-price meal program.** (All data was taken from the Maryland Report Card website demographic data). The school's proposed primary location in the North East area will likely attract students from the Rising Sun, Conowingo, Perryville, Port Deposit, North East and Elkton areas of the county. Based on this location and the information presented, we anticipate that our student demographics will reflect those of the public elementary and middle schools in Cecil County.

Student Population

Name of Charter School

CECIL CLASSICAL CHARTER SCHOOL INCORPORATED

Enrollment

Grade Served

	K	1	2	3	4	5	6	7	8	Total Number Served *	# of Sites
Year 1	40	40	40	40	40	40	0	0	0	240	1
Year 2	40	40	40	40	40	40	40	0	0	280	1
Year 3	40	40	40	40	40	40	40	40	0	320	1

* Enrollment cap at all campuses and in all grades combined

School Calendar

If this is different from the existing collective bargaining agreement, it must first be negotiated through the existing bargaining units with the Board of Education.

Standard School Year ☒

Extended School Year ☐

Alternative School Year (please describe in five words or less):

Number of Instructional Days: 180	Hours: 1080	Start Date: 09/01/2027
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Student Population

Please define the student population, i.e. special education, etc.

Cecil Classical Charter School will serve all students eligible to attend Cecil County Public Schools (CCPS) whose families are drawn to the classical education model. Cecil County Public Schools includes 24 schools and approximately 15,000 students. Of those schools, 23 serve K-8th grade. The district's minority enrollment is approximately 30.4%. Also, 36.7% of students are economically disadvantaged, participating in the federal free and reduced-price meal program. The school's proposed primary location in the North East area will likely attract students from the Rising Sun, Conowingo, Northeast and Elkton areas of the county. Based on this location and the information presented, we anticipate that our student demographics will reflect those of the public elementary and middle schools in Cecil County.

Special Student Populations

Most students will receive the necessary instruction during Tier 1, which will minimize exclusions from in-class instruction and reduce the need for pull-out sessions (Tier 2). The planned professional development will focus on equipping educators with tools and strategies to make real-time instructional adjustments effectively. Cecil Classical Charter School will also have on-site specialists available for pull-out sessions when needed (refer to EXHIBIT 6 Staffing Chart). This support is in addition to the services already provided to students in accordance with their IEPs and 504 plans.

School Calendar and Daily Schedule

Cecil Classical Charter School will adhere to the calendar set by CCPS, which includes any weather-related closures. In compliance with the Annotated Code of Maryland, Section 7-103, the school will provide a minimum of 180 days and 1,080 hours of instruction each year. CCCS has included a waiver related to any unexpected school closures. Instead of requiring students to participate in virtual days, CCCS is proposing to allow students to complete prepared packets of school work to be completed on unexpected closure days. Students who complete the work and turn it in upon returning to school will get credit for that day. Students who fail to complete the work or turn it in will be considered absent for that day.

Student hours at CCCS are from 8:30 AM to 3:00 PM with students arriving by 8:15 AM. Staff members are scheduled to arrive at 8:00 AM to greet students as they arrive and will remain a half hour after dismissal. Educators will welcome students in homeroom beginning at 8:15 am, take attendance, recite the Pledge of Allegiance and sing the National Anthem before beginning the scheduled instructional day. An educator's total regular workday shall not exceed seven and a half (7.5) consecutive hours, including the duty-free lunch period, in accordance with the Negotiated Agreements.

CCCS is committed to offering a comprehensive and engaging educational experience that goes beyond traditional classroom instruction. Our approach prioritizes outdoor learning, the arts, and physical activity as vital parts of each student's day while upholding high academic standards.

Teachers are encouraged to take lessons outside whenever possible, and all grade levels will participate in art, music, and foreign language instruction. In addition to academic coursework, students will have ample opportunities for outdoor free play and structured physical education/health to promote overall well-being. To further support both academic growth and personal development, we will incorporate brain breaks, movement breaks, and dedicated enrichment periods. These

enrichment sessions allow students to receive extra academic support, engage in independent study, explore special interests, or participate in project-based learning, fostering both mastery and curiosity. CCCS has partnered with local community organizations and businesses to provide external programs and presentations to our students in various subject areas. These will enrich and supplement regular lessons. See section A.4.B. for the list of businesses contacted and partnerships developed.

Our daily schedule on the following page will reflect our commitment to a dynamic, student-centered learning environment. This schedule demonstrates the feasibility of **each grade** receiving 1.5 hours of ELA, one foreign language in grades K-8, **rotating the specials** taught in each grade each day, and providing opportunities for **acceleration and remediation** without interrupting the instruction of new material. The schedule **assumes that one special class** (art, music, or P.E.) is a joint class consisting of 40 students **from the same grade level** with volunteers and paras available to assist the teacher. **Media visits will be** incorporated weekly in ELA. A three-to-five-minute class transition period is **assumed** when necessary. Educator planning time and length of school day, **in relation to the negotiated agreements**, were accounted for. The final schedule will be **created by the school Principal**. This example is simply to show feasibility. CCCS' calendar **will follow CCPS and** will meet State requirements on minimum number of school days **and instructional** hours as described in Maryland's regulations.

Cecil Classical Charter School

Draft Master Schedule

This schedule demonstrates the feasibility of each grade receiving 1.5 hours of reading, one foreign language in grades K-5, rotating the specials taught in each grade each day, and providing opportunities for acceleration and remediation without interrupting the instruction of new material. Schedule assumes that one specials class (art, music, or P.E.) is a joint class of consisting of 40 students from the same grade level. Planning time and length of school day in relation to Master Agreements was accounted for. The final schedule will be created by the school Principal. This example is simply to show feasibility.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Arrival/Homeroom	Arrival/Homeroom	Arrival/Homeroom	Arrival/Homeroom	Arrival/Homeroom	Arrival/Homeroom	Arrival/Homeroom	Arrival/Homeroom	Arrival/Homeroom
8:00 to 8:30									
8:30 to 9:00	Reading English*	Reading English*	Special	Spanish	Academic Support and Enrichment	Special	Reading English	Reading English	Reading English
9:00 to 9:30				Academic Support and Enrichment	Spanish				
9:30 to 10:00	Special	Special	Spanish	Science History*	Science History*	Academic Support and Enrichment	Academic Support and Enrichment		
10:00 to 10:30			Reading English*			Spanish			
10:30 to 11:00	Academic Support and Enrichment	Spanish		Special	Special	Science History*			
11:00 to 11:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Spanish/ Latin	Science History	Special
11:30 to 12:00	Recess	Recess	Recess	Recess	Recess	Recess	Lunch	Lunch	Lunch
12:00 to 12:30	Spanish	Reading English	Academic Support and Enrichment	Math	Math	Math	Science History*	Science History	Science History*
12:30 to 1:00	Math*	Math*	Math*					Special	
1:00 to 1:30									
1:30 to 2:00	Reading English	Academic Support and Enrichment	Reading English	Reading English*	Reading English*	Reading English*		Spanish/Latin*	Academic Support and Enrichment
2:00 to 2:30	Science History	Science History	Science History				Special	Academic Support and Enrichment	Spanish/ Latin
2:30 to 3:00									
3:00 to 3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

*Denotes this period will begin or end with a 5 minute Brain Break

Student Enrollment Guidance

CCCS intends to enroll students, regardless of race, ethnicity, gender, religion, English proficiency levels, and physical and cognitive learning abilities who are residents of Cecil County, Maryland. Residency status will be determined based on the Student Enrollment Policy in EXHIBIT 5.

When interest exceeds enrollment capacity, priority and enrollment exemptions will be granted to the children and grandchildren of CCCS staff, Board of Director members, Founding Families and students who reside in North East, with the exemptions not to exceed 35% of total enrollment. This includes reserving seats for children who are not yet of school age but whose parents, grandparents, or guardians belong to one of the aforementioned categories.

All other families who have submitted interest cards to the Board of Directors during informational meetings will be notified 30 days in advance of the public lottery enrollment process. The enrollment application will be available on the Cecil Classical Charter School website from January 15th-March 15th of each year, giving all interested families an adequate window to enroll. Siblings of students selected through the lottery will automatically receive enrollment status.

Once all seats have been filled through exemptions and the lottery system, the random selection process will continue to create a waitlist, assigning each family a place in line in case any seats become available during the school year. For the Random Lottery Policy and process, refer to EXHIBIT 7.

Enrollment policies include:

- Students entering kindergarten must be five years old on or before September 1, 2027, in compliance with [CCPS Policy](#) and [COMAR 13A.08.01.02](#).
- Registration will follow CCPS Board Policy, requiring proof of age, residence, and federally required immunizations.
- Priority for enrollment will be addressed in EXHIBIT 5.
- Enrollment for fall 2027 will include grades K-5, with each subsequent year adding one grade level until capacity is reached at grade 8.

A.7. Recruiting and Marketing Plan

The Board of Cecil Classical Charter School is committed to reaching out to the community with information about classical education, the proposed tuition-free charter school and our mission and vision for this school. We have held five informational meetings at public libraries throughout the county and have held two meetings with

local organizations. Informational meetings will continue to be held monthly through the end of 2026 to allow for additional outreach and community education about the classical charter school. In addition to the information sessions held leading up to the submission of this application, the founding Board members and other supporters of the charter school have hosted informational tables in church lobbies to share with parishioners after morning services. Members of the Board are currently conducting an extensive outreach campaign to religious organizations, ethnic organizations, neighborhoods, and other community organizations. The outreach campaign will consist of letters, emails, and phone calls inviting organizations to attend an information night, offering to present the Cecil Classical Charter School concept to the organization's members, flyer distribution, and seeking advice and leads to identify students and families who may be interested in obtaining a classical education. In addition, flyers (in both English and Spanish) will continue to be distributed to public and commercial buildings and to neighborhoods, including low-income areas and homeless shelters. In addition, brochures and classical education fliers will be shared with the Kinship and foster care programs for distribution to those families. CCCS will also be participating in local community events throughout the coming months, hosting a booth to share information and recruit potential students and staff. To date, we have 123 families interested in enrolling their children in grades K-5.

A website for CCCS has already been created and content is continuously added and updated to provide relevant information about the application process and the pending charter school approval status. The board member responsible for outreach will be contacting local reporters to share information about the school for publication and Board members will be conducting live interviews with various organizations who have reached out. Combined with the use of social media platforms, particularly local community Facebook pages, X and Instagram accounts, CCCS is gaining an online presence. Together, the recruitment efforts represent a multi-faceted approach spanning in-person, online and various print forums.

A.8. Timeline and Proposed Agreement Duration

Timeline

Pre-Opening Plan

This pre-opening plan outlines key steps necessary to establish and launch Cecil Classical Charter School. Our goal is to ensure a smooth transition from planning to full operation while adhering to legal, educational, and operational requirements.

A. Governance and Compliance

- **Charter Approval (May-September 2026):** Secure charter authorization and meet all state and local requirements. – In Progress
- **Board of Directors:** Establish a governing board with clear roles and responsibilities. – Complete 5/29/2025
- **Legal and Regulatory Compliance (Recurring):** Ensure adherence to state education laws, employment regulations, and special education mandates. – In Progress

B. Facilities and Operations

- **Site Selection (November 2025):** Secure a suitable location that meets safety and zoning regulations. – In Progress – Two potential locations have been identified but securing the location cannot occur until the application is approved.
- **Facility Readiness (August 2027):** Renovate and equip the school with necessary classrooms, technology, and security systems. – Not Started
- **Health and Safety Preparations (July 2026):** Identify and implement emergency protocols, health screenings, and sanitation plans. – Not Started

C. Curriculum and Instruction

- **Academic Framework:** Develop a standards-aligned curriculum that meets the needs of diverse learners. – Completed November 2025
- **Instructional Model:** Define teaching methodologies – Completed November 2025
- **Special Education & MLL Programs:** Establish inclusive support services for students with special needs and English language learners. – In Progress with plan to complete by December 2026

D. Staffing and Professional Development

- **Hiring Process:**
(September- November 2026): Recruit and onboard Principal and Executive Director. – In Progress
(January –March 2027): Recruit and onboard qualified teachers and support staff. – In Progress
- **Training Programs (June-August 2027):** Provide professional development in curriculum implementation, classroom management, and school culture. Establish partnerships with other classical charter schools to provide significant mentorship and collaboration

opportunities for instructors and administrators – Not Started

- **Staff Policies:** Define employment policies, performance evaluations, and retention strategies. – In Progress

E. Student Enrollment and Community Engagement

- **Recruitment Strategies (Current thru December 2026):**

Conduct outreach through local partnerships, social media, and community events. – In Progress and Ongoing

- **Enrollment Process (December 2025-March 2026):** Implement transparent admission policies and application procedures. – Completed January 2026

- **Family Engagement (May-July 2027):** Host parent meetings, orientation sessions, and feedback forums. – Not Started

F. Technology and Resources

- **Infrastructure Setup (June-August 2027):** Ensure all classrooms have necessary technology and internet access. – Not Started

- **Learning Management System (January-March 2027):** Implement platforms for student assessments, communication, and remote learning support. – In Progress

- **Resource Allocation (October-November 2026):** Secure textbooks, supplies, and learning materials for students and teachers. – Not Started

G. Financial Planning and Sustainability

- **Budget Development:** Create a multi-year financial plan including startup costs, grants, and fundraising. – Complete March 2026

- **Funding Sources (Current- September 2027):** Secure state funding, private donations, grant funding and community partnerships. – In Progress

- **Financial Oversight:** Implement transparent financial reporting and accountability measures. - Complete March 2026

H. Pre-Opening Readiness Assessment

- **Mock Operational Days (August 2027):** Conduct trial runs with staff to ensure readiness. – Not Started

- **Compliance Audits (June 2027):** Review legal, operational, and educational preparedness. – Not Started

- **Final Adjustments (August 2027):** Address any identified gaps before the official opening date. – Not Started

I. Coordination with Authorizer (TBD)

Final Facilities Safety Documents to be provided

Final Governance Documents to be provided

Final Insurance Documents, Budgets, and Financial Records to be provided

This plan serves as a guide to ensure the successful launch of our charter school, setting a strong foundation for long-term success with our initial charter agreement spanning a five year period before renewal is required.

A.9. Private School Conversion

Cecil Classical Charter School will not be a private school conversion. This will be a new **tuition-free** public school alternative for Cecil County families and students **with the intention of** using a soon to be vacant existing school building.

B. Instruction & Student Service

B.1. Educational Plan

Frederick Classical Charter School (FCCS) has been providing Frederick County residents an alternative learning environment for over a decade, and its success and viability speaks for itself. FCCS achieves an algebra passing rate of 90%, well above Frederick County's passing rate of 25%, and is currently ranked as the #1 charter elementary school and #2 middle school in Maryland by U.S. News and World Report, and exceeds its county's test scores in nearly every subject and grade, according to the Maryland State Report Card. Having laid the foundational groundwork, CCCS plans to replicate and implement this proven classical education instructional model while acquiring the benefits of FCCS' lessons learned and in turn fulfill the eligibility criteria and outcomes required.

Replicating the Frederick Classical Charter School (FCCS) model of instruction, the classical education model is divided into three stages of the Trivium, which mirrors students' natural development. The Trivium consists of the Grammar Stage (Grades K-4) which focuses on knowledge, accumulating facts, repetition, songs, and chants; the Logic Stage (Grades 5-8) which focuses on understanding, critical reasoning, debates, arguments and in-depth discussions; and the Rhetoric Stage (Grades 9-12) which focuses on wisdom, expression, speeches, imitation, questioning and using reason to persuade others.

It is important to note that CCCS will not be enrolling grades nine through twelve, meaning the full Rhetoric Stage will not be implemented. However, students in grades six through eight will still engage with many educational approaches and characteristic of the Rhetoric Stage, which will give them an advantage as they transition into public high school. Additionally, classical education uses the Socratic method, which will be a significant focus of our teaching methodology.

In classical education, students are exposed to Latin roots which enhances a student's overall ability to use language and to appreciate great literature. Familiarity with Latin root words helps students develop a larger, more nuanced vocabulary. Students will learn both facts and skills in logical thinking, articulation and reasoned expression, and a deep understanding of history and culture. Classical education emphasizes the "why" and "how" behind learning, aiming to cultivate lifelong learners who can think critically about the world around them. Classical education stresses understanding concepts deeply, fostering eloquent communication, and developing students' academic and

personal virtues.

At CCCS, we will cultivate six key virtues Diligence, Love, Charity, Patience, Humility, and Temperance that shape our students into thoughtful, responsible, and determined individuals. These virtues are woven into every aspect of our curriculum—history, literature, and daily interactions—showcasing how historical figures and literary characters embodied them. CCCS will encourage families to embrace and model these virtues at home, reinforcing their importance in daily life. Virtuous character is best learned by example, and it is essential for both educators and families to consistently demonstrate these virtues.

- **Diligence – Committing to Perseverance and Fortitude**

Diligence is the virtue of working hard, staying disciplined, and giving one's best effort. It involves taking responsibility for one's tasks, completing them with care, and striving for excellence in every endeavor. Fortitude is the mental and emotional strength to face difficulties, adversity, danger, or temptation courageously. It encompasses standing up for what is right even when it is difficult, learning from mistakes and persevering through failure and hardship. It teaches students to embrace struggle as part of the learning process and to push forward with grit and resilience.

- **Love – Being Courteous and Respectful**

Love is an active commitment to the well-being of others. It manifests through kindness, respect, service, and generosity. A loving person considers the needs of others and acts with compassion and respect, fostering a strong, supportive community. Respect is being kind and courteous to others despite differences in beliefs, traditions or opinions.; It is listening to others and understanding differences should be respected. Respect is earned and can be demonstrated through your language, tone, demeanor and consideration of others.

- **Charity—Practicing Compassion and Regard for Others**

Charity reflects a spirit of service and generosity that goes beyond academics, fostering a culture of compassion, empathy, and support among students, staff and the surrounding community. It involves educators and school communities offering their time, resources, and care to ensure every student feels valued and empowered. Acts of charity might include mentoring struggling learners, providing school supplies to those in need, or creating inclusive spaces where every child—regardless of background or ability—can thrive. Through charitable service, schools model the importance of giving,

kindness, and community responsibility, helping students develop not only intellectually but also as generous and socially conscious individuals.

- **Patience – Strength in Waiting and Working Towards Goals**

Patience is the ability to endure difficulties, delays, or hardships with grace, courage, self-control, moderation, wisdom and discipline. It helps students regulate emotions, make wise choices, and develop habits that lead to a well-ordered life. Patience enables focus for working toward long-term goals, trusting that perseverance and hard work will yield results in time.

- **Humility – Understanding Our Role with Honesty & Integrity and Learning from Others**

True humility is not thinking less of oneself but thinking of oneself **less**. It is the recognition that wisdom comes from learning, listening, and growing. It is being accountable to yourself and others, admitting mistakes and striving to make it right. It encourages us to work hard without boasting and to accept feedback with grace. It means standing up for truth, taking responsibility for one's actions, and embracing challenges with determination. By demonstrating a willingness to **do what** is right, even when it is difficult or unpopular, it fosters trust and **creates a** sense of personal responsibility.

- **Temperance – Being Responsible and Able to Self-Govern**

Temperance is the virtue of moderation and restraint, especially in **relation to** desires and impulses. Rooted in classical philosophy and ethics, it **encourages** individuals to avoid excess and maintain balance in their behavior. **Aristotle** and the Stoics viewed temperance as essential for achieving a **flourishing life**. It's not about denial, but about aligning one's desires with reason **to foster** harmony and moral character. The key aspects of temperance are moderation in all things, restraint in emotions and self-discipline **in decision** making.

By instilling these virtues, CCCS equips students with the character and resilience necessary to become wise, honorable, and capable leaders in their communities.

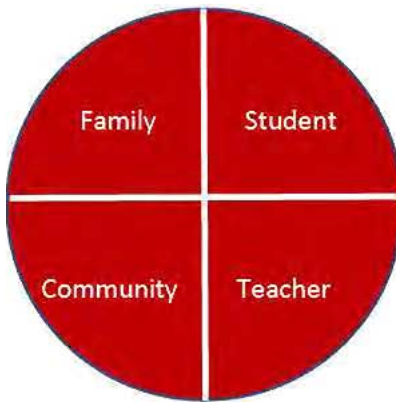
Cecil Classical Charter School (CCCS) will use computers and technological devices to supplement learning rather than serve as the primary tools for delivering lesson plans and homework. CCCS will administer state assessments using paper-based tests, as permitted by the Maryland State

Department of Education's MCAP guidelines and Test Administrator Manual. There will be a strong emphasis on using textbooks, assigning handwritten homework, and teaching cursive writing to provide essential physical connections to the brain for learning and transposing content. Learning cursive can be beneficial for dyslexic students and those with motor delays because the connected letters are easier to form than print letters, which require lifting the pen or pencil, and cursive letters are typically more challenging to transpose due to their formations.

Uniforms will be required to promote a sense of belonging, reduce competition based on appearance, foster equality, and establish professionalism that students will carry into their future. Additionally, CCCS will honor the rich agricultural history of Cecil County by incorporating a focus on nature. Students will have meaningful opportunities for hands-on exploration throughout the curriculum, including an on-site greenhouse, a makerspace, and outdoor classes as weather and curriculum permit. Movement will be integrated into all grades and all classes to enhance focus and attention span.

CCCS's values will be embedded in every aspect of the charter school, from the curriculum and student-teacher interactions to the overall school culture. Students will develop a sense of self and an understanding of the world around them. By the time they enter high school within the Cecil County Public School system, students at CCCS will have the tools necessary to grow into wise leaders who can contribute meaningfully to their community and beyond.

CCCS also realizes and embraces that families are a child's first and most important educators, which is why parents, families and teachers are key partners at CCCS. Parents will be invited to volunteer, encouraged to register as substitutes, and will commit to supporting their child(ren) in specific ways outlined in the Parent Student Handbook.



With respect to the importance our community plays in CCCS and its students, CCCS has formed partnerships with local businesses, non-profits, and neighboring classical charter schools. These partnerships will provide opportunities for field trips, in class-room speakers, hands-on exploration, and real-world application of the classical lesson plans. Student enrollment is expected to reflect the community, both demographically and as a product of the community's involvement.

A. Methods to Measure Progress

Cecil Classical Charter School (CCCS) will employ a systematic, data-driven approach to measure progress toward its core objectives of academic excellence and character enrichment. As a charter school within the Cecil County Public Schools (CCPS) system, CCCS aligns its internal metrics with state-mandated accountability frameworks while utilizing classical-specific assessments.

CCCS' academic narrative centers on a fundamental commitment to critical thinking and mastery of rich content, measured using the following methods:

- **Standardized Assessments:** CCCS will participate in mandatory state testing, including the Maryland Comprehensive Assessment Program (MCAP), to measure long-term proficiency in English Language Arts (ELA), Mathematics, and Science.
- **Internal Benchmarking:** CCCS will use interim assessments and unit tests to provide immediate feedback on student growth. These are graded with quick turnaround times to allow for timely instructional adjustments.
- **Reading Growth Monitoring:** Assessments will be administered every four to six weeks to evaluate whether students are meeting grade-level expectations. Students performing below level will receive progress monitoring every three weeks to track the effectiveness of interventions.

- **Classical-Specific Metrics:** Progress in specialized subjects, such as Latin, will be measured to assess the development of vocabulary, grammar, and collaborative problem-solving skills. Assessments for MLL students will be completed to measure the development of the English vocabulary, grammar, and collaborative problem-solving skills.

Beyond academics, CCCS will work toward developing "citizens of impeccable character" through:

- **Character Education:** These lessons will be based on the school's six Virtues (Diligence, Love, Charity, Patience, Humility and Temperance) and will be woven into everything we do at CCCS.
- **Behavioral Data Tracking:** CCCS will regularly measure various aspects of student development, including behavior and engagement, to ensure a well-rounded and "joyful" learning environment.
- **Climate Surveys:** Maryland's accountability system includes surveys for students and educators that measure school safety, instructional environment, and student relationships.

Teachers and administrators will engage in regular communication through professional development communities to review data and address achievement gaps. While CCCS has selected a classical curriculum, it is not considered set in stone. The curriculum may be revised at any time to a different classical curriculum, based on analysis of student data, with the goal of ensuring alignment with Maryland College and Career Ready Standards. As the authorizer of CCCS, Cecil County Public Schools will also be monitoring CCCS' academic and financial performance against the established Charter School Performance Framework. It is essential that CCCS consistently monitors student and staff performance to ensure the content rich, rigorous programs are effective.

B. Grades and Students to be Served

Cecil Classical Charter School (CCCS) will provide a classical education for students in kindergarten through eighth grade. Beginning September 2027, we will welcome students in grades K-5, with grades 6-8 being added in each subsequent year. Each grade will consist of two classes, with class sizes not exceeding 20 students. At full capacity in the first year, the school will accommodate 240 students, with a maximum capacity of 360 students by the fourth year. Given the chosen location for the charter school and the strong support from the community, including stakeholders, students, and parents, CCCS is confident that we will reach

full enrollment by the fourth year.

C. **Student Population and Geographic Area**

The founding team has established partnerships with key stakeholders, including other charter schools, statewide charter organizations, local community groups, non-profits focused on STEM and the arts, and financial services providers. These collaborations, along with the expertise of the founders, will provide invaluable support to CCCS and its students.

The North East area has been selected due to strong community interest and the availability of a soon-to-be-vacant school building that meets the current needs of CCCS, with the potential for future expansion if necessary. CCCS reserves the right to increase enrollment based on the number of applications received after the first year of operation. The need for an alternative tuition-free public school has been validated through substantial community feedback. Parents and community members have expressed strong support for the introduction of a tuition-free classical education option in Cecil County and are excited about this opportunity for their children.

B.2. Academic Programs, Standards and Curriculum

Stated curriculum for Cecil Classical Charter School is subject to change after school is open, based on teacher evaluation and implementation, and Principal recommendations. Any changes will result in new classical education instructional materials and professional development for educators.

A. **Instructional Time**

CCCS will provide a minimum of 180 days of instruction that will provide a structured learning environment for all students. Within the required 180 days, at least 1080 instructional hours will be provided per year to ensure all students have sufficient time to meet curriculum standards.

B. **Educational Programs**

Our educational programs are designed to align with the Maryland College and Career-Ready Standards. The selected programs will provide the knowledge and skills students should know at the end of each grade to ensure they meet those standards and are eventually prepared for college or the workforce. Since CCCS will be utilizing classical curricula, we are confident our students will develop the critical thinking and effective

communication skills required by the Maryland College and Career-Ready Standards.

C. Curriculum and Learning Standards

Spanish will be offered to all K-5th grade students. To reinforce the Latin etymology within the classical education structure, K-5th grade will use a beginner friendly Latin curriculum called Song School Latin. This program will teach basic vocabulary, grammar, pronunciation and short simple sentences. This curriculum implements songs, chants, memorization and repetition to make learning fun. Beginning in 6th grade, students will have the choice to continue with Spanish or switch to Latin for their foreign language block. Instructional material will be chosen from the CCPS approved instructional materials list.

In history, students will progress through the full historical timeline **twice** in chronological order. An introduction will occur in grades 1-4, **starting** with ancient history and progressing to modern times. A more in-depth sweep will begin in grade 5 through grade 8. With a strong focus in the **early** grades, and an even more in-depth approach in the later grades, students will be prepared for high school study. Core Knowledge **allows** for students to deepen their knowledge through the grades and **make** connections across subjects, in line with the classical education model. Core Knowledge has been approved for use in Frederick County Public Schools and is used by other classical education charter schools in the state.

In Science, our students will focus on the main topics of physics, chemistry, biology and earth science to prepare them for further study in high school and beyond. Students will learn through direct instruction and textbooks, but also through hands on activities, projects, and experiments. Our curriculum, Amplify Science, focuses on diving deeper into fewer concepts over the year following the classical education model. It meets Next Generation Science Standards and has been rated all green by EdReports.

Our art and music students will become familiar with classic works of art and famous artists through history. The lessons will be coordinated with the history curriculum, so what students learn in art and music will reflect the same time period they are studying in history. Students will be provided with a comprehensive music program. Music will be a separate period as well as woven into other subjects, emphasizing song as a

learning tool. Instrumental music will be offered in middle school. Teachers will be able to select the instructional materials for their lessons from the CCPS approved instructional materials list.

<i>Subject</i>	<i>Main Instructional Materials</i>	<i>Supplemental Materials</i>
Math	Grades K-8: Singapore Math, Dimensions Math	Algebra Texts Grades K-5 CORE Knowledge Teacher Developed and Selected Materials
Reading/English/ Handwriting (ELA)	Grades K-8 WIT & WISDOM; Science of Reading	Grades K-8 CORE Knowledge Grades K-3 Foundations K-2 SuperKids Orton Gillingham Lindamood-Bell Teacher Developed and Selected Materials
History	Grades K-8 CORE Knowledge	Grades K-4 The Story of the World: History for the Classical Child Teacher Developed and Selected Materials
Science	Grades K-8, Amplify Science	Teacher Developed and Selected Materials
Art	Approved Teacher Developed and Selected Materials	Teacher Developed and Selected Materials
Music	Approved Teacher Developed and Selected Materials	Teacher Developed and Selected Materials
Spanish	Approved Teacher Selected Text and Instructional Materials	Spanish text Teacher Developed and Selected Materials
Latin	Song School Latin	Latin text Teacher Developed and Selected Materials
Physical Education/ Health	Approved Teacher Developed Text and Instructional Materials	Teacher Developed and Selected Materials

Media standards will be infused throughout subjects, and the media center will be available for study and research.

Classical education emphasizes that all subjects are connected. We will see this in the instruction of students at CCCS. If they are learning about a specific time period in History, lessons in other subjects will incorporate topics reflective from this time period. Instruction at all levels will involve elements of knowledge and skill acquisition, reasoning and self-expression. All subject matters are important to student development, there is no emphasis on one subject over another. Students are expected to strive to master each subject.

Our courses and selected curricula align with the Maryland College and Career Content Standards and Frameworks to prepare students for career-ready and college-level work. All teacher-developed and selected materials must be approved by the administration and be in compliance with CCCS standards before implementation in the classrooms. The selected curriculum of CCCS will meet or exceed the learning requirements set forth by the Maryland College and Career Content Standards and Frameworks. See EXHIBIT 13 for curriculum details.

As part of the formation of CCCS, a Curriculum Committee will be established to ensure that the ongoing selection of instructional methods and materials align with the school's classical education mission and academic goals. The committee will provide oversight and guidance to maintain instructional integrity across grade levels and will:

- **Utilize the selected curriculum and materials as a baseline while evaluating and recommending instructional enhancements, including textbooks, primary sources, and supplementary resources, to ensure alignment with the Trivium.**
- **Assess and refine teaching strategies such as Socratic dialogue, memorization techniques, and recitation to enhance student learning.**
- **Ensure consistency in classical instruction while allowing for teacher discretion in delivering content effectively.**
- **Provide recommendations for teacher training and professional development in classical instruction.**

- Curate materials for the media center, ensuring they align with the school's educational philosophy.

The committee may be comprised of the Executive Director, Principal, select teachers, Board representatives, PTO representatives and/or specialists in the areas of Latin, history, literature, or classical methods in general.

All committee recommendations are submitted to the Board of Directors for final approval, ensuring alignment with the school's charter and long-term vision.

We will use a variety of research-supported instructional methods and strategies to implement the curriculum within the classical education model. Our approach starts with defining the scope of data and skills to be taught in each subject. Once we identify these topics, we treat them as a knowledge system. This system is analyzed to determine primary themes, the connections between topics, and the logical sequence in which the material will be presented to students.

There are typically four forms within a body of knowledge; verbal associations, concepts, rule relationships and cognitive strategies. Integrating students' prior knowledge, lessons are developed that use an appropriate knowledge strategy. This will be implemented using direct instruction. Teachers will deliver proven and tested lessons, with the ability to adjust as needed. They are encouraged to use creativity within their instruction and modify as necessary for students struggling with the content. Teacher-proven lesson instruction consistently produces positive learning outcomes for students, across different subjects. This teacher lead approach is illustrated below:

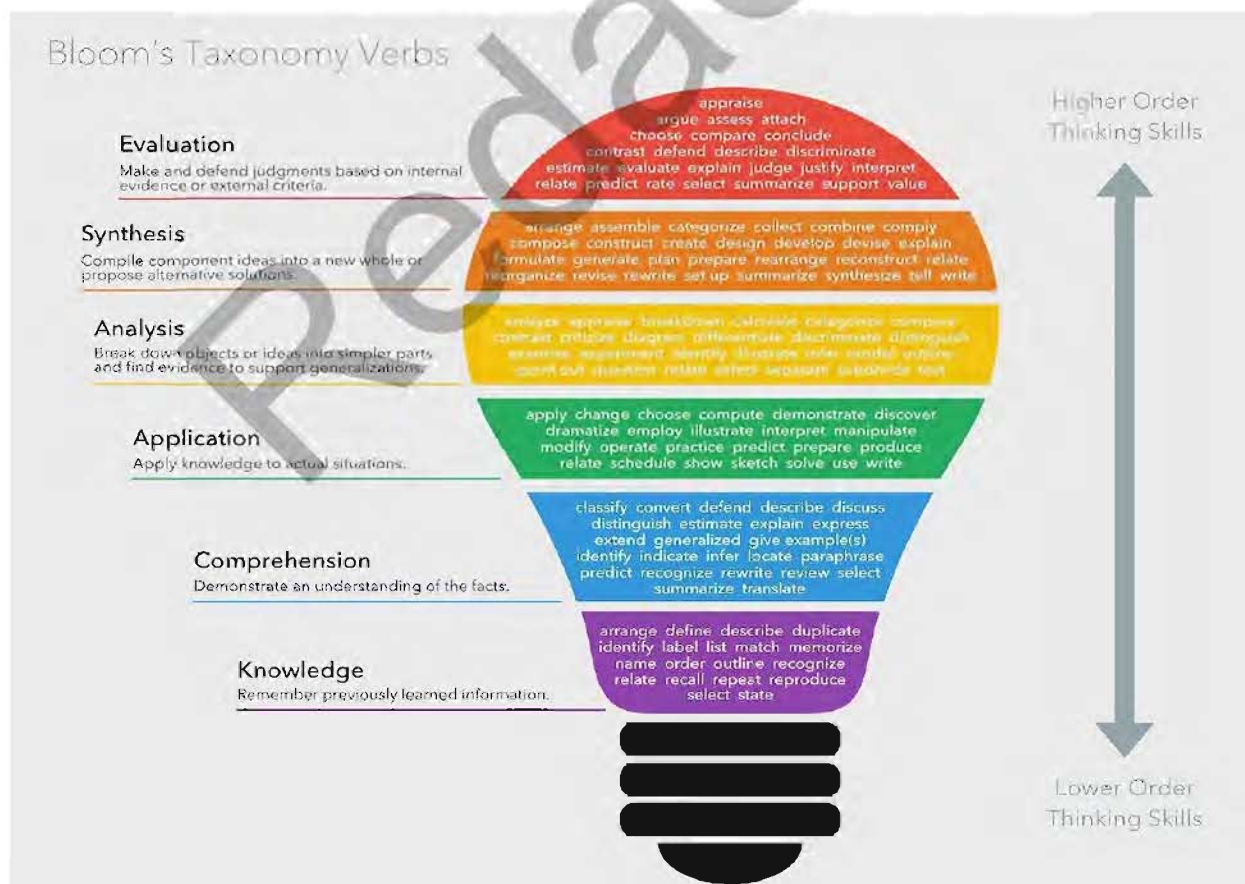


Students are assessed to help the teacher understand where lessons should begin. The lessons are delivered in small increments, with the majority of the

session dedicated to reviewing previously learned material and a small portion introducing new content. Instruction is paced quickly, and students actively participate by asking questions and sharing their thoughts throughout the lesson. They are encouraged to inquire and explore the content independently.

Students will engage in active learning through hands-on activities, discussions, projects, and problem-solving exercises to foster deeper understanding, critical thinking, abstract reasoning, and eventual mastery of the material. Teachers are encouraged to incorporate our makerspace, greenhouse, and the outdoors into their lessons. The specific techniques used in each lesson will be at the teacher's discretion and will take into account the content being delivered. By employing teaching methods and strategies that are proven to be effective through research and practice, we can ensure the successful implementation of our curriculum.

Our instructional approach will encompass all aspects of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. This will promote various forms of learning within our diverse student body.



D. Goals of the Strategic Plan

Stated goals for Cecil Classical Charter School are preliminary, based on assumptions about the student population to be served and are expected to be revised once the school population has been defined and baseline achievement data has been collected.

Academic:

Cecil Classical Charter School (CCCS) will implement a rigorous academic system aligned with its mission, educational program, and Maryland's statewide standards. CCCS will use standardized tests, formative assessments, and reporting to track student progress, with a strong focus on English Language Arts (ELA) and mathematics. Students will take state-mandated assessments annually to ensure compliance with Maryland's accountability system. In addition, CCCS will administer the Classic Learning Test (CLT) to assess proficiency in classical education topics, reinforcing its commitment to a liberal arts curriculum.

To strengthen math proficiency, CCCS will integrate Singapore Math assessments, conducting mid-year and end-of-year evaluations to measure progress and refine instruction. A public-facing dashboard such as Home Access will provide transparency, displaying key academic metrics such as standardized test scores, attendance, and engagement levels. This data-driven approach will ensure timely interventions and targeted support for student success.

Behavior:

CCCS will adopt personal responsibility standards, respect, and acceptance for both staff and students, through a structured framework rooted in our classical virtues. The school will implement a Multi-Tiered System of Supports (MTSS) to address behavioral challenges, providing tiered interventions as needed. Through these comprehensive measures, CCCS will cultivate knowledgeable, articulate, and virtuous citizens while maintaining full alignment with Maryland's educational standards and accountability requirements.

Our behavior goals also focus on fostering accountability, responsibility, and respect for the learning environment. Students are expected to make positive choices, take ownership of their actions, and follow school rules to ensure a safe and productive atmosphere for all. When behavior disrupts instructional time, students will be temporarily removed from the

classroom to prevent interference with learning. Such incidents will be addressed directly by the principal, with appropriate consequences and support measures implemented to encourage reflection, improvement, and the development of self-regulation skills.

Teachers Professional Development:

CCCS is dedicated to ensuring that our teachers succeed in the classroom and recognizes the vital role of professional development in achieving this goal. Teachers will receive comprehensive implementation instructions and tools for the curriculum, along with opportunities for online, offsite, and onsite professional development. We plan to offer extensive professional development focused on classical education and related instructional models. This will include expanded learning days in the summer before the school year, featuring seminars and lectures from subject matter experts, as well as opportunities for collaboration with neighboring classical charter schools. Additionally, up to twice a month, CCCS will implement early dismissal days, allowing teachers to engage in professional development or dedicate more time to lesson planning. This initiative will continue throughout the school year. Teachers will also receive training in assessing and identifying students who may need intervention, along with proper techniques and processes for implementing those interventions.

Assessments:

CCCS will use a proven and effective curriculum, much of which is already implemented by high-achieving neighboring classical charter schools. To evaluate the effectiveness of the curriculum at CCCS, we will conduct assessments and testing throughout the year, along with gathering teacher feedback. The implementation will rely on High-Quality Instructional Materials (HQIM), which, along with supplemental materials, are identified as high-quality through standards alignment, knowledge building, support for Multilingual Learners (MLL), culturally affirming content, and Universal Design for Learning principles. Once the curriculum is developed, CCCS will use the Maryland (MD) rubric to identify HQIM. While no curriculum is perfect, CCCS will supplement the primary materials as needed.

CCCS will ensure that teachers are proficient in delivering the chosen instructional methods through teacher observations and evaluations completed by administration.

Students will be taught using a variety of instructional methods that are backed by research. In a classical school, the activities, products, or content will remain consistent regardless of each student's learning pace. Students who need more time to learn will still be expected to complete the same activities, products, and content, but they will receive additional support, such as extra time, more prompting, and tutoring. Changes to the process, product, or content should only be temporary to help all students reach the same level.

Additionally, students will participate daily in Academic Support and Enrichment (ASE). Students will have the opportunity during this time to strengthen executive functioning skills such as time management, organization, prioritizing, and task-initiation. Most importantly, students receiving related services or small group interventions, including but not limited to those who are dyslexic, will be pulled during this time so that no instructional time is lost.

S.M.A.R.T Goals

Refer to EXHIBIT 8 for Specific, Measurable, Attainable, Reflect the **Mission**, and Time-Specific (S.M.A.R.T.) goals. CCCS will strive to achieve the **following** academic goals, as outlined in the S.M.A.R.T. Goals chart:

- **Student ELA and Math Proficiency** – CCCS aims to meet or exceed county averages in English Language Arts (ELA), Mathematics, and Science proficiency by the end of the third academic year (2030).
- **Measurement and Reporting of Student Performance** – A public-dashboard will be created to display academic performance, student growth, and parent satisfaction, with a launch goal set for the end of the first academic year (2028).
- **Student Academic Involvement** – CCCS will work toward 100% student participation in academic competitions, class projects, or community service by the end of the second academic year (2029).

Academic baseline performance targets will be established for all enrolled students and, in accordance with the "Every Student Succeeds Act" (ESSA) and Maryland's Consolidated State Plan, performance will be tracked by student group, including race/ethnicity, English language learners/multilingual learners, students with disabilities, and those eligible for Free and Reduced-Price Meal Services (FARMs). CCCS is committed to meeting or exceeding county averages across all student groups.

Annual Growth Targets

CCCS will open for kindergarten and 1st through 5th grades at the start of the 2027-2028 school year, with a target of two classes of 20 students per grade, totaling 240 students. Each subsequent year, CCCS will add one grade level, with a target of two classes of 20 students per grade, until it reaches capacity at grade 8 for the 2030-2031 academic year, totaling 360 students.

CCCS reserves the right to add additional classes of 20 students as interest and needs arise within the community. Based on community input already received, CCCS also reserves the right to request expansion for 9-12th grades by the end of our 4th year.

E. Time Spent on Core Classes/Length of School Day

Our daily schedule will reflect our commitment to creating a dynamic, student-centered learning environment. The sample schedule requested in item F below will illustrate how each grade can receive 1.5 hours of English Language Arts (ELA), with a foreign language offered for grades K-8. **Specials** classes will rotate each day for every grade, while still providing opportunities for acceleration and remediation without disrupting the instruction of new material.

The schedule assumes that each special class—such as art, music, or physical education (P.E.)—will include 40 students from the same grade level. **Weekly** media visits will be integrated into the ELA curriculum. A transition **period of** three to five minutes will be included when necessary. We have also accounted for educator planning time and the overall length of the **school** day in accordance with Negotiated Agreements. The final schedule **will be** determined by the school Principal, and the sample provided on **page 38** of this application is merely intended to demonstrate feasibility.

F. Sample Schedule – Refer to Page 47 of this application

G. Student Achievement Goals

CCCS will strive to achieve the following academic goals, as outlined in the S.M.A.R.T. Goals chart. EXHIBIT 8

- **Student ELA and Math Proficiency** – CCCS aims to meet or exceed county averages in English Language Arts (ELA), Mathematics, and Science proficiency by the end of the third academic year (2030).

- **Measurement and Reporting of Student Performance** – A public dashboard will be created to display academic performance, student growth, and parent satisfaction, with a launch goal set for the end of the first academic year (2028).
- **Student Academic Involvement** – CCCS will work toward 100% student participation in academic competitions, class projects, or community service by the end of the second academic year (2029).

H. Instructional Methods

In our classrooms, instructional methods rooted in collaborative learning, project-based learning, gamification, experiential learning, and personalized learning will work together to create a dynamic and rigorous environment aligned with classical education principles.

Collaborative learning structures—such as literature circles to discuss classical texts allowing students to engage in dialogue, build reasoning skills, learn from diverse perspectives, solve math problems using shared strategies, or practice structured socratic dialogue routines that build communication and comprehension skills.

Project-based learning deepens classical content by allowing students to explore history; find answers to essential questions through research and hands-on creation; public presentations; and scientific inquiry through long-term, interdisciplinary projects, an approach that can be the foundation with explicit reading supports, graphic organizers, and step-by-step math modeling for learners who need additional intervention. This model also reinforces the classical trivium's emphasis on inquiry, logic and rhetoric.

Gamification strategies bring classical content to life through point systems; quests; mastery badges that reinforce phonics, vocabulary and number sense; and interactive challenges, all of which motivate students to practice foundational skills in reading and math while making learning joyful and accessible.

Experiential learning brings classical texts, historical periods, and scientific concepts to life through simulations, field experiences, and hands-on scientific experiments. Students could participate in simulations of historical events and real-world math applications, which help anchor abstract concepts in concrete experiences. This is an especially powerful strategy for students who benefit from multisensory instruction.

Personalized learning ensures that each student receives targeted instruction aligned to their IEP, readiness level, interests, and learning profile, while still engaging with the rich, knowledge-based classical curriculum. CCCS educators will be using data-driven tools and teacher-designed classical curriculum pathways to differentiate reading fluency, comprehension, and math skill development.

These instructional methods also strengthen interventions for students with special education needs by providing multiple entry points and differentiated pathways. Collaborative learning allows students with disabilities to practice communication, social skills, and academic tasks with peer support and structured roles. Project-based learning offers authentic, hands-on tasks that can be modified for accessibility, enabling students to demonstrate understanding through varied formats such as models, visuals, or oral presentations. Gamification supports special education students by breaking learning into manageable steps, offering immediate feedback, and reinforcing progress through positive incentives. Experiential learning provides concrete, sensory-rich experiences that help students grasp abstract concepts, which is especially beneficial for students with processing or attention challenges. Personalized learning ensures that Individualized Education Program (IEP) goals are embedded into daily instruction, with adaptive tools, temporary support materials, and targeted small-group instruction aligned to each student's needs.

Within reading instruction, these methods enhance literacy development by combining classical texts with modern, student-centered approaches. Collaborative learning supports reading comprehension through shared discussions, partner reading, and structured dialogue protocols that help students analyze complex texts. Project-based learning deepens literacy by requiring students to research, write, and present on topics connected to classical literature, history, and science. Gamification strengthens foundational reading skills—such as phonics, vocabulary, and fluency—through interactive games, digital platforms, and mastery challenges that build automaticity. Experiential learning enriches reading comprehension by connecting texts to real-world experiences, such as reenacting historical events or exploring scientific concepts found in literature. Personalized learning ensures that struggling readers receive targeted interventions, including leveled texts, phonics instruction, and individualized reading plans, while still engaging with the classical curriculum through scaffolded supports.

In mathematics, these instructional methods promote conceptual understanding, procedural fluency, and problem-solving confidence. Collaborative learning encourages students to explain their reasoning, compare strategies, and work through challenging problems together, reinforcing mathematical discourse. Project-based learning connects math to real-world applications—such as budgeting, engineering challenges, or data analysis—allowing students to see the relevance of mathematical thinking. Gamification builds fluency in computation and number sense through engaging practice routines, timed challenges, and reward systems that motivate consistent skill development. Experiential learning strengthens math understanding through hands-on manipulatives, experiments, and real-life measurement tasks that make abstract concepts concrete. Personalized learning ensures that students receive targeted math interventions, including small-group instruction, adaptive software, and individualized practice aligned to their specific skill gaps, while still participating in the classical curriculum's emphasis on logic and structured reasoning.

Together, these instructional methods, strategies and approaches will enrich the classical model at CCCS while creating multiple, flexible entry points for students with diverse learning needs to thrive. CCCS will integrate these educational models in ways that strengthen its traditional liberal-arts foundation while also expanding support for students receiving special education services in reading and math.

I. Economically Disadvantaged Students

The goal for CCCS is to meet the needs of economically disadvantaged students by adopting community-centered approaches that address both in-school and out-of-school factors affecting learning. We anticipate serving a significant number of low-income and minority students and will use strategies such as creating safe and supportive environments, fostering strong parental partnerships, and tailoring instruction to student needs through autonomy in curriculum and resource allocation.

- Academic Supports:

Our strategy for academic support includes the implementation of structured literacy and evidence-based math instruction. Students in Tiers 2 or 3 will receive daily intervention blocks. Data cycles will occur every 6-8 weeks to adjust instruction as needed. After school tutoring will be provided as necessary to ensure progress is made. Successful growth will

be measured by benchmark assessments and increased proficiency scores on state tests.

- **Social-Emotional and Behavioral Supports**

To reduce chronic absenteeism and behavioral incidents CCCS will implement behavior standards rooted in our values and virtues. Students will be expected to be respectful, courteous and kind to teachers, staff, fellow students and visitors. Behaviors will not be permitted to interfere with instructional time for the remainder of the class. Such behaviors will result in the student being removed from the class by the principal and returned after the behavior expectations have been reviewed with the student. Repeated occurrences will result in calls to the parents and additional actions to remedy the behavior.

Staff will be trained in trauma-informed practices and behavior modification strategies. A mentoring program will be established to provide one-on-one guidance and support for students in need.

- **Increase Family Engagement and Community Partnerships**

Another goal of CCCS is to increase family participation in school events and parent conferences. To reach this goal, CCCS intends to provide multilingual communication and translation services for those students who are not proficient in the English language. We also feel family literacy workshops will benefit not only our students, but the entire family.

Since CCCS intends to implement homework for all students, we will provide support for both the students and their families to ensure parents are able to help at home. CCCS will also partner with local nonprofits for tutoring, mental health services and educational enrichment opportunities.

- **Learning Through Wraparound Services**

To ensure 100% of economically disadvantaged students have access to basic needs resources, CCCS will provide free meals, transportation assistance when available and technology access. Clothing, hygiene supplies, and a food pantry will be available for students in need. CCCS will work with families, connecting them to community agencies for housing, healthcare services and employment support. Removing barriers that interfere with a student's education and unmet needs should reduce absenteeism, increase the student's participation and engagement in

school and provide the family with supports needed to become more active in the child's education.

- **Staff Capacity and Instructional Quality**

In order to ensure all teachers, demonstrate proficiency in culturally responsive teaching and MTSS implementation, CCCS realizes teachers must be provided with ongoing professional development and coaching. This will occur through peer observations, collaborative planning, recruitment of certified educators, retainment of diverse staff members and instructional rounds to monitor fidelity. Using these approaches will result in improved instructional quality, increased student engagement and higher academic growth scores.

J. **English Learner Development**

The Mission of Cecil Classical Charter School is to pursue academic **excellence** and character enrichment through a rigorous, content-rich classical **curriculum** to prepare students to be exemplary citizens. The English Learner (EL) Program is a direct extension of this mission. It ensures that students **who are** Limited English Proficient (LEP) can access the classical curriculum, **participate** in the cultivation of virtue, and develop the linguistic and intellectual capacities required of exemplary citizens.

Cecil Classical Charter School adheres to all federal and state requirements governing the education of English Learners, including:

- **Title VI of the Civil Rights Act of 1964**
- **Equal Educational Opportunities Act (EEOA)**
- **COMAR Chapter 13A.05.07 – Programs for English Learners.**

The school will take “appropriate action to overcome language barriers” and ensure that EL’s have meaningful access to all academic and extracurricular programs. The classical tradition holds that all students, regardless of background, are capable of pursuing truth, beauty, and goodness. The EL Program embodies this belief by providing structured language development, scaffolded access to classical texts, and opportunities for EL’s to engage in Socratic dialogue, narration, recitation, and moral reasoning.

Refer to EXHIBIT 9 for the English Learner Plan.

K. Students with Disabilities

Cecil Classical Charter School's mission is to pursue academic excellence and character enrichment through a rigorous, content-rich classical curriculum to prepare students to be exemplary citizens. This mission extends fully to students with disabilities. The school affirms that all students, regardless of disability status, are capable of engaging with the classical curriculum, developing virtue, and participating meaningfully in the life of the school. The school's approach is grounded in the belief that students with disabilities deserve:

- Full access to the classical curriculum
- Individualized support that honor their strengths and needs
- High expectations paired with appropriate scaffolds
- Opportunities for character development and civic engagement

Provision for students with disabilities (Individualized Education Plan (IEP) and Section 504) will be included in the educational program. The school will employ a Response to Intervention (RtI) model that employs three tiers of intervention. This approach begins by screening all students early in the school year, providing interventions as needed, and monitoring the progress of those measures through curriculum-based measures and other assessments. Students who do not respond well to the interventions provided will receive additional interventions or different interventions. The intensity of the interventions increases as students move from Tier I toward Tier III. The goal of RtI is to prevent failure before it happens, specifically, through a more proactive approach, instead of the "wait to fail" approach that relies on discrepancies between IQ and achievement tests.

Students will receive special education services in accordance with the student's IEP. Special education services will be provided by CCCS with funding out of the deduction from the per pupil allocation for these services that applies to charter schools. Our designated Special Education Liaison will coordinate services with the CCPS Liaison. The current special education programs in use by CCPS for reading will also be used by CCCS.

Subject to the availability of these funds and a properly trained educator, the applicant will provide Spalding as an additional Tier II reading intervention and provide two additional Tier III reading interventions: an Orton Gillingham-based approach, and Lindamood-Bell. Additional

materials used or purchased for subjects other than reading will vary based on the students' IEPs. These resources will be used to assist students with but not limited to dyslexia, dysgraphia and dyscalculia along with the three types of reading disability: (1) phonological deficit, (2) processing speed/orthographic processing deficit, and (3) comprehension deficit.

For the complete plan for students with disabilities, please refer to Exhibit 10.

B.3. Student Assessment

Cecil Classical Charter School will work to create a positive learning environment for both teachers and students, ramping up support for both as needed. By using formative and summative assessments as well as transparent reporting mechanisms, CCCS will examine whether the data reflects challenges that students are having, teachers are having or both. For students, low results could be an indicator of an undiagnosed learning disability, lack of pre-requisite understanding or other issues. For teachers, this could be an indication of unfamiliarity with the materials or teaching approaches that are mismatched with students' needs. Data collected from within the assessment system will drive extensive and targeted professional development opportunities for teachers. As well as mentoring and support provided by the principal and other experienced instructional staff.

A. Plan to Assess Student Performance in Core Academic Areas

All students will be assessed using a curriculum-based assessment early in the school year to develop an understanding of the student's strengths and areas of concern. Data collected through ongoing curriculum-based assessment allows for the students' growth and progress to be documented. Having an ongoing understanding of the students' progress allows school staff to provide support when and where a student is demonstrating a need. Under the Multi-Tiered System of Supports (MTSS), Tier 1 provides all students support from classroom teachers, counselors, and support staff coordinating along with the student's family. Strategies to support student learning are implemented through a team approach. That said, the measurable objectives and goals for each of the first three years will be improvement in each subject area content and skills for each grade level. These first three years after opening will establish a baseline for measurement. After that, measurable goals for academic achievement will be set using actual data based on the enrolled

population rather than a hypothetical population.

If a student demonstrates a need for additional support academically or behaviorally, they will be referred to the Student Support Team (SST) as a Tier 2 intervention. The school-based intervention teachers and service providers will work together with the family to develop and provide a higher level of support to the student. Possible interventions include daily check ins with a counselor or trusted adult and/or a 504 plan.

If after accessing Tier 1 and 2 supports, a student needs a higher level of support, the most intensive support can be found at Tier 3 of the MTSS model which includes referring the student for formal and informal assessments to identify the need for Special Education Services. If the student qualifies for Special Education Services, an Individualized Education Plan (IEP) and/or BIP is written by a multidisciplinary team which includes the student's family. The IEP targets the students' documented areas of need and provides specific goals and objectives along with supplementary aids and supports.

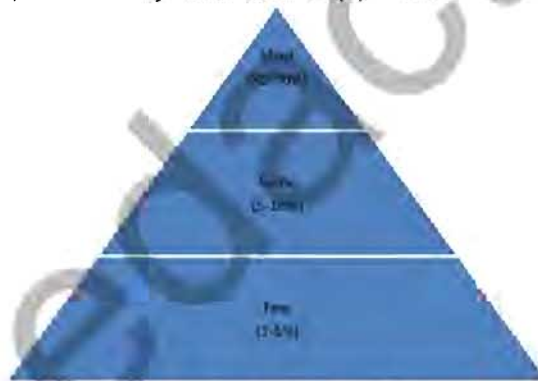


Figure 1. Illustration of MTSS Intervention Tiers

CCCS will follow CCPS' policy on intervention. During the quarterly review, staff (classroom teacher, specialist, Principal, and others such as Special Ed staff) will meet to discuss individual student data and will closely monitor each student's progress. We will discuss their data and compare it to county and state data to know if a child has met expectations. Students who are not meeting expectations will be discussed and monitored more frequently to make sure they are accessing the curriculum. As we monitor progress, we will use data to identify students who may need more intensive interventions and/or enrichment. Staff will meet to identify how student needs will be accommodated.

To support students transitioning from a non-classical school to CCCS, we will implement a structured acclimation program that fosters a smooth adjustment to our rigorous classical curriculum. This will include summer bridge courses, academic mentoring, and targeted instructional support to strengthen foundational skills in Latin, classical literature, and Socratic discussion. Teachers will provide additional guidance to help students adapt to the expectations of memorization, recitation, and logical reasoning, while parent workshops will equip families with strategies to reinforce classical learning at home. Additional resources such as tutoring, guided reading programs, and enrichment activities will ensure that each student builds the confidence and skills necessary to thrive in a classical learning environment.

Classroom teachers will utilize both formative and summative assessment data to guide their daily instruction. They will identify students who are struggling as well as those who are performing at higher levels. This identification allows for flexible grouping and regrouping of students to meet their educational needs. Consequently, there will be opportunities for re-teaching, exploration, and acceleration of learning.

For highly accelerated students whose needs cannot be met through differentiation within their current grade level, CCCS will permit them to attend classes in higher grade levels for the subjects in which they require acceleration. This is subject to availability based on the class schedule. For more information on the identification of Gifted and Talented students.

B. Baseline Student Academic Achievement Levels Established

Baseline academic levels will be determined through assessments that evaluate a student's current knowledge and skill level at the beginning of the year in which they enter CCCS. These assessments will assist the educational staff in setting realistic goals and expectations for student progress. Using this data, educators will be able to identify strengths and weaknesses of students and establish clear and achievable goals for student improvement. Educational approaches can be tailored to meet student needs and will help educators make decisions regarding instruction and support needed for individual students. Using these baseline assessments can effectively assist educators in creating a roadmap for student success by ensuring each student receives the support needed to thrive.

Baseline Rates Compared to Academic Progress

The baseline rate, which is the starting point mentioned above in B.3.A., will be used by educators to set goals, group instruction and plan interventions for students. These practices, over time, will show a change in student performance through continued evaluations. Further evaluations will also assist educators in determining the effectiveness of the instruction and interventions provided which could result in changes to both. To achieve accurate data through the evaluations, consistent and reliable baseline and follow-up assessments are necessary.

Evaluation of Progress Comparison

CCCS will use a comprehensive, data-driven system to evaluate student progress and determine the extent to which educational goals and performance standards are being met. Student progress is measured through multiple sources of evidence, including universal screeners, benchmark assessments, classroom-based measures, state assessments, and qualitative indicators aligned to the classical curriculum. These data points allow the school to determine each student's rate of academic growth over time. To ensure that progress is meaningful, CCCS will compare individual and group growth against both internal expectations and external benchmarks.

Internally, CCCS will evaluate student progress by analyzing growth from fall to winter and winter to spring on benchmark assessments in reading, writing, and mathematics. Teachers and instructional leaders will examine whether students are meeting expected growth targets based on national norms, curriculum-embedded expectations, and the school's own classical learning progressions. Students receiving interventions are monitored more frequently, and their rates of improvement are compared to expected rates of progress for students receiving similar supports. This allows the school to determine whether interventions are effective or need adjustment.

Externally, CCCS will compare its students' progress to that of closely comparable student populations. These comparisons include students in the same grade levels within Cecil County Public Schools, students statewide, and students in demographically similar charter and public schools. For example, the school will examine MCAP proficiency and growth data for matched subgroups such as English Learners, students with disabilities, economically disadvantaged students, and high-achieving learners. ACCESS for ELLs growth is compared to county and state averages for English Learners with similar proficiency levels. For students with disabilities, progress toward IEP goals will

be compared to typical growth trajectories for students with similar disability categories and service levels.

CCCS will also use cohort-based comparison, examining how students at Cecil Classical Charter School perform relative to students who began at similar baseline levels. This ensures that comparisons are fair and meaningful. When possible, CCCS will use national percentile ranks, growth norms, and curriculum-specific benchmarks (such as Singapore Math performance bands or Core Knowledge unit mastery expectations) to determine whether students are progressing at, above, or below expected rates.

To ensure equity, CCCS will disaggregate data by subgroup and compare each subgroup's progress to that of comparable populations within the county and state. This includes examining whether English Learners, students with disabilities, and economically disadvantaged students are making progress at rates similar to or greater than their peers in comparable settings. If disparities are identified, CCCS' leadership team will initiate a targeted review of instructional practices, intervention strategies, and resource allocation to ensure that all students receive the support necessary to achieve academic excellence.

Through this multi-layered approach, Cecil Classical Charter School ensures that student progress is evaluated rigorously, compared fairly, and used to drive continuous improvement. This process reflects the school's commitment to academic excellence, classical learning, and equitable outcomes for all students.

Methods Used to Identify Educational Strengths

Cecil Classical Charter School will employ a comprehensive, multi-layered system to identify each student's academic strengths and needs and to determine the extent to which educational goals and performance standards are being met. This system is grounded in Maryland College & Career Ready Standards, the school's classical curriculum, and the mission to pursue academic excellence and character enrichment. At the beginning of each school year, and again in winter and spring, all students will participate in universal screening assessments in reading, mathematics, and writing. These benchmark assessments provide baseline data, measure growth, and help identify students who may require enrichment or intervention. When screening results indicate the need for deeper analysis, CCCS' administrators will further analyze diagnostic assessments such as phonological awareness and decoding diagnostics aligned to the Science of Reading, Singapore Math skills

diagnostics, reading comprehension measures, and classical writing rubrics. These diagnostics allow teachers to pinpoint the root causes of academic challenges and tailor instruction accordingly.

In addition to formal assessments, teachers will gather daily formative data through exit tickets, Core Knowledge unit assessments, Amplify Science performance tasks, and evaluations of narration, recitation, and Socratic seminar participation. These classroom-based assessments will provide insight into students' reasoning, expressive abilities, and mastery of classical content. Teachers will also collect qualitative data through observation of engagement, work habits, oral language development, and character traits such as perseverance and responsibility, which are central to the classical model. For special populations, CCCS will use established identification procedures: English Learners are identified through the Home Language Survey, WIDA Screener, and ACCESS for ELLs; students with disabilities are identified through Child Find, referrals, and evaluations conducted in partnership with Cecil County Public Schools; and advanced learners are identified through high benchmark performance, teacher recommendations, and evidence of advanced reasoning.

To determine whether educational goals and performance standards are being met, CCCS will use a comprehensive performance monitoring system. All curriculum materials—including Singapore Math, Core Knowledge, Amplify Science, and classical literature—are mapped to Maryland standards, ensuring alignment between instruction and expectations. State assessments, including MCAP ELA, MCAP Math, MISA Science, Social Studies, and ACCESS for ELLs, provide annual measures of proficiency and growth. Internal benchmark assessments administered three times per year measure reading fluency, comprehension, math conceptual understanding, writing proficiency, and content knowledge. Students receiving Tier 2 or Tier 3 interventions will be monitored every two to three weeks to ensure interventions are effective and adjusted as needed. Classical curriculum indicators—such as the quality of oral narration, depth of Socratic dialogue, mastery of classical texts, and writing quality—provide additional insight into student progress.

CCCS will conduct monthly grade-level data meetings, quarterly schoolwide reviews, and an annual strategic analysis to evaluate student progress, instructional effectiveness, curriculum alignment, and subgroup performance. Families will receive regular communication through report cards, benchmark reports, conferences, and individualized plans. Data is also reported to CCPS,

MSDE, and the Board of Directors. This continuous cycle of assessment, analysis, and refinement ensures that Cecil Classical Charter School remains faithful to its mission and responsive to student needs, enabling all learners to pursue academic excellence and develop the character required of exemplary citizens.

Participation in the Statewide Assessment Program

Cecil Classical Charter School will implement a comprehensive and highly structured system to ensure that all testing procedures and policies for Maryland state-mandated assessments are followed with fidelity. The school recognizes that accurate, secure, and ethical test administration is essential not only for compliance with MSDE and federal requirements but also for ensuring that student performance data is valid, reliable, and useful for instructional decision-making. To achieve this, the Principal will designate a School Testing Coordinator (STC) who will serve as the primary point of contact with the Cecil County Public Schools (CCPS) Testing Office and the Maryland State Department of Education. The STC will oversee all aspects of test administration, including planning, training, scheduling, security, accommodations, and reporting.

Prior to each testing window, the STC will attend all required CCPS and MSDE training sessions to ensure full understanding of current policies, procedural updates, and security expectations. The STC will then provide mandatory training to all school staff involved in testing, including test administrators, proctors, special educators, and support personnel. This training will cover test security protocols, administration procedures, allowable accommodations, technology requirements, emergency procedures, and the handling of irregularities. CCCS staff will be required to sign MSDE Test Administration and Security Affidavits, affirming their understanding of and commitment to all testing policies.

Our STC will develop a detailed testing schedule that aligns with MSDE testing windows and CCPS guidelines. This schedule will include testing dates, room assignments, staffing assignments, technology needs, and accommodations for students with IEPs, 504 Plans, or EL Plans. The STC will ensure that all accommodations are implemented exactly as documented and that staff responsible for providing accommodations receive specialized training. Testing rooms will be prepared in advance to meet MSDE requirements, including appropriate seating arrangements, removal of instructional materials, and verification of device readiness for online assessments.

Test materials, including secure test tickets, manuals, and any paper-based materials, will be stored in a locked, access-restricted location. The STC will maintain a chain-of-custody log for all secure materials, documenting distribution, collection, and storage. During testing, the STC will monitor test sessions to ensure adherence to procedures, provide support to test administrators, and respond to any issues that arise. Any testing irregularities, security breaches, or technology failures will be documented and reported immediately to CCPS in accordance with MSDE policy.

Following each assessment, the STC will oversee the secure collection and return of all materials, verify that all students have completed required assessments, and ensure that all documentation is submitted accurately and on time. The STC will also conduct a post-testing review with CCCS staff to reflect on the administration process, identify areas for improvement, and ensure readiness for future testing cycles.

Through this structured, multi-layered approach, grounded in training, monitoring, documentation, and collaboration with CCPS, Cecil Classical Charter School will ensure that all state-mandated assessments are administered with integrity, consistency, and full compliance with MSDE policies. This commitment ensures that student data is trustworthy and that the school meets all state accountability requirements while upholding the highest standards of professionalism.

G. Schedule of State Assessments

Cecil Classical Charter School will fully comply with all Maryland State Department of Education (MSDE) requirements for statewide assessments under the Maryland Comprehensive Assessment Program (MCAP). As a Maryland public charter school, CCCS will administer all state-mandated assessments in accordance with federal ESSA requirements, state regulations, and the annual MSDE testing calendar.

CCCS will designate a School Testing Coordinator who will work directly with the Cecil County Public Schools (CCPS) Testing Office to ensure fidelity of administration, secure handling of materials, staff training, and timely reporting of results. All testing procedures will follow MSDE's Test Administration and Security Manual.

The following assessments will be administered annually:

Kindergarten Readiness Assessment (KRA)

- **Who tests:** All kindergarten students
- **Window:** *August – October*
- **Purpose:** Measures readiness across early learning domains.

ACCESS for ELLs (K–12)

- **Who tests:** All identified English Learners
- **Window:** *January – March*
- **Purpose:** Annual English language proficiency assessment.

MCAP English Language Arts (ELA)

- **Who tests:** Grades 3–8
- **Window:** *April – May*
- **Purpose:** Measures reading comprehension, writing, and literacy.

MCAP Mathematics

- **Who tests:** Grades 3–8, Algebra I, Geometry, Algebra II
- **Window:** *April – May*
- **Purpose:** Measures math proficiency aligned to Maryland College & Career Ready Standards.

Maryland Integrated Science Assessment (MISA)

- **Who tests:** Grades 5, 8
- **Windows:** Grades 5 & 8: *March*

MCAP Social Studies

- **Who tests:** Grade 8
- **Windows:** Grade 8: *May*

Alternate Assessments (DLM)

- **Who tests:** Students with significant cognitive disabilities
- **Window:** *March – May*

Maryland School Survey

- **Who tests:** Grades 5-8 and staff
- **Window:** *February – May*

NAEP (Selected Students Only)

- **Who tests:** Selected Grade 4 and 8 students
- **Window:** *January – March*

Cecil Classical Charter School will ensure that all students, including students with disabilities and English Learners, receive appropriate accommodations as outlined in their IEPs, 504 Plans, or EL Plans. CCCS will maintain strict test security, provide staff training, and communicate testing schedules clearly to families.

H. Grading Policy and Communicating Student Progress

CCCS will uphold the grading, homework, and student achievement policies established by Cecil County Public Schools (CCPS), ensuring that all evaluation practices are transparent, equitable, and aligned with the school's classical mission. CCCS' grading philosophy is grounded in the belief that grades must reflect a student's demonstrated mastery of academic content rather than exterior factors such as behavior, effort, or attendance. This approach ensures that grades remain a clear and accurate measure of learning, allowing teachers, families, and students to understand academic progress with confidence.

To maintain consistency and fairness, CCCS will follow CCPS guidelines that distinguish between formative and summative assessments. Summative assessments, such as tests, essays, and major projects, carry greater weight because they measure a student's cumulative understanding of classical content and Maryland College & Career Ready Standards. Formative assessments, including daily practice and homework, will be used primarily to guide instruction and provide students with opportunities to practice skills without disproportionately impacting their overall grade. Teachers will be encouraged to offer second-chance learning opportunities, including reteaching, additional practice, and reassessment, to support students in achieving mastery. This reflects the commitment of CCCS to growth, perseverance, and the classical ideal that learning is a process of continual refinement.

CCCS does not use group grades, even when students collaborate, because individual mastery is essential to the integrity of classical education. Extra credit is permitted only when it extends learning and deepens understanding; it is never used to replace missing work or artificially inflate grades. In keeping with CCPS policy, attendance, behavior, and effort will not be factored into academic grades. Instead, these areas will be addressed through teacher feedback, character development initiatives, and CCCS' discipline framework, ensuring that academic grades remain a pure reflection of learning.

CCCS' grading scales are developmentally appropriate and aligned with CCPS expectations. In grades Pre-K through 2, CCCS will use performance indicators, Outstanding (O), Satisfactory (S), and Needs Improvement (N), to communicate early academic and developmental progress. This system

supports young learners by emphasizing growth and foundational skill development. In grades 3 through 8, CCCS will use a traditional letter-grade scale, with clearly defined percentage ranges that reflect levels of mastery. This structure provides clarity for students and families while maintaining high academic expectations.

Letter Grade	Percentage	Description
A	90-100%	Outstanding mastery of content
B	80-89%	High-level achievement
C	70-79%	Satisfactory performance
D	60-69%	Partial mastery of standards
F	59% and below	Failing-does not meet standards

Communication with families is a central component of the school's approach to student achievement. Report cards will be issued quarterly, and **all students** receive mid-term progress reports to ensure families remain informed throughout the grading period. Parent-teacher conferences will be **held annually**, with additional meetings available upon request, allowing **families to partner** with teachers in supporting student growth. Teachers will **provide** timely, meaningful feedback on assessments to help students **understand** their strengths and areas for improvement. Should concerns arise, **CCCS** follows the CCPS grade-appeal process, beginning with a conversation **between the family and the teacher** and escalating to the principal if necessary.

Through these policies and practices, Cecil Classical Charter School **ensures** that grading is fair, consistent, and aligned with both CCPS standards and our classical mission. Students will be evaluated on what they know and **can do**, **supported through opportunities for growth, and guided toward mastery of rigorous academic content and the habits of mind essential to lifelong learning.**

I. State or Local Rules Waived

Per Maryland law, charter schools may request waivers from policies that **enable the school to better fulfill its goals.** CCCS is requesting the following modifications.

Waiver 1 – Dress Code

Citation: CCPS Board Policy JFCA

Change: CCCS respectfully requests a waiver from Board Policy JFCA (Student Dress Code) to implement a mandatory uniform policy tailored to the school's mission and educational model.

Justification: Classical education emphasizes deep reading, critical thinking, and Socratic discussion, all of which require sustained attention. Cell phones introduce distractions that undermine the ability to engage in deep work and meaningful intellectual discourse.

Desired Outcomes: The school seeks to require uniforms in order to Promote a safe and orderly learning environment, reduce peer pressure, bullying, and socio-economic disparities related to clothing, strengthen school identity, unity, and culture, improve student focus on academics rather than appearance and to align with the school's emphasis on discipline, professionalism, and college/career readiness. Research and best practices indicate that uniform policies can contribute to improved school climate and student outcomes.

Waiver 2 – School Name

Citation: CCPS Board Policy FF

Change: CCCS hereby requests a waiver from policy FF. CCCS hereby specifically requests to name its own school, Cecil Classical Charter School.

Justification: The proposed school name is integral to the school's mission and educational identity. With this unique name we will gain community recognition and engagement. In addition, allowing the school to determine its own name supports the autonomy and flexibility that are foundational to the charter school model. We respect and understand that we are part of the LEA.

Desired Outcomes: In order to gain community recognition and retain full autonomy, we desire to name our school Cecil Classical Charter School

Waiver 3 – Superintendent Responsibilities

Citation: CCPS Board Policy CBA

Change: CCCS respectfully requests a waiver from policy CBA (Superintendents Responsibilities) to allow flexibility in CCCS's administrative structure, reporting line and operational autonomy while remaining fully accountable to the Board of Education and applicable state laws. CCCS hereby requests that an executive board member from CCCS be on the hiring committee for the CCCS school principal and any staff. A waiver is requested to require CCCS board approval for all staff hired, assigned or reassigned to CCCS.

Justification: The waiver is requested to allow the charter school to exercise operational autonomy consistent with its charter mission, including but not limited to the oversight of hiring of its own teachers, staff & principals; to streamline

administrative procedures without reducing accountability or transparency; ensure the school can respond effectively to student needs and programmatic requirements and align governance and operations with charter school law and best practices.
Desired Outcomes: Desired Outcome: The requested waiver does not reduce oversight, and the school will continue to submit required reports, maintain compliance, and engage with CCPS as mandated.
Waiver 4 – School Board Powers & Duties
Citation: <u>Administrative Regulation BBA & BBB</u>
Change: CCCS respectfully requests a waiver from CCPS policy BBA (School Board Powers & Duties) & BBB (Boardsmanship Standards) to allow autonomy in CCCS's administrative structure, budgeting, promotion, retention & graduation of students, reporting line and operational autonomy while remaining fully accountable to the Board of Education and applicable state laws. This includes the hiring of teachers, staff, architects, contractors and control of our own building(s) and maintenance decisions thereof. CCCS hereby requests that an executive board member from CCCS be on the hiring committee for the CCCS school principal.
Justification: This waiver is requested in order to allow the charter school to exercise operational autonomy consistent with its charter mission, maintain control over our buildings and operations to coincide with the charter agreement and align governance and operations with charter school law and best practices.
Desired Outcomes: This requested waiver does not reduce oversight, and the school will continue to submit all required reports, maintenance compliance and engage with CCPS as mandated. In addition to, we will be transparent with our school community to maintain a healthy and safe environment for our school, students, parents and staff.
Waiver 5 – Procedures for Board of Education Meetings
Citation: <u>Administrative Regulation BDD</u>
Change: CCCS hereby requests a waiver from policy BDD (Procedures for Board of Education Meetings). This waiver is requested on the same basis as previously mentioned in waiver#4 – it allows CCCS to engage in its own board meetings to provide oversight on its own school(s) and building(s) as it deems necessary.
Justification: This policy is clearly written for oversight on CCPS and will not be applicable to our schools' mission and vision. We at CCCS will continue to hold our own board meetings so as to continue providing oversight as needed and will be happy to report to CCPS upon request.
Desired Outcome: This waiver does not reduce oversight but creates an extension of cooperation & respect between boards of both CCPS and CCCS. We would like to create a friendly, transparent relationship to strengthen the ties within the

community.
Waiver 6 – Adoption & Development of Policy
Citation: <u>CCPS Board Policy BFC & BFA</u>
Change: CCCS respectfully requests a waiver of policy BFC (Adoption of Policy) & BFA (Policy Development System)
Justification: In order to maintain full autonomy, CCCS needs to be able to read the policies to be sure they align with our vision, mission and in the best interest of our students, staff and school community.
Desired Outcome: This waiver allows CCCS to maintain full autonomy and ensures that we have the ability to protect our school, including staff & students alike, from policies which could hinder our ability to uphold our vision, mission & classical atmosphere.
Waiver 7 – Procurement Policy
Citation: <u>CCPS Procurement Policy DJC and DO</u>
Change: CCCS respectfully requests a waiver from policy DJC (Procurement Policy) & policy DO (Procurement of Green Cleaning Supplies).
Justification: As a public charter school, CCCS will operate independently, therefore, requests to have full autonomy with respect to creating its own procurement policy, including but not limited to all bids, contracts, repairs, purchases, cleaning supplies, etc. independent of the LEA. In addition, as a charter school with unique needs, CCCS will make school-level purchases that are not typically seen in the traditional public school system, therefore, in order to prevent operational disruptions, CCCS must retain the discretion to make purchases within its own procurement policy while adhering to all state and federal laws, and regulations.
Desired Outcome: Granting this waiver supports innovation and responsiveness while maintaining fiscal responsibility and transparency to support the vision, mission and overall needs of our school building(s), staff, students, parents etc.
Waiver 8 – Transportation Services Management
Citation: <u>CCPS Transportation Service Policies EE, EEA, EEAA, EACE & LBC</u>
Change: CCCS hereby requests a waiver from policy EE, EEA, EEAA, EACE & LBC regarding transportation services.
Justification: CCCS will be opting out of providing transportation and instead, parents and caregivers will need to provide their own transportation.
Desired Outcome: This waiver will allow the charter school to operate its day-to-day operations without the responsibility and expectation to provide transportation services. We are working on providing options for those parents who are incapable of providing those services so that transportation is not an obstacle that would prohibit any student from attending.

Waiver 9 – Facilities Development and Procurement
Citation: <u>Facilities Development and Procurement CCPS Policies FA & FEB</u>
Change: CCCS requests a waiver of policies FA & FEB: Facilities Development Goals and Procurement of Architectural and Engineering Services.
Justification: These waivers are being requested as the charter school will be responsible for all its structural facilities, upgrades and maintenance with respect to procurement of architectural and engineering services as well. Please see EXHIBIT 11 for our Procurement Policy
Desired Outcome: This waiver will ensure that the charter school can effectively make decisions on the structural requirements of operating a charter school and maintain full autonomy with regard to its buildings, structures and equipment and those contractors, architects, engineers etc. that CCCS would choose to hire.
Waiver 10 – School Calendar
Citation: <u>CCPS Policy ICA School Calendar & SB 610</u>
Change: We intend to adhere to the school calendar as written. However, upon closures due to snow or other emergencies we will extend the school year to make up for missed days or seek an instructional time waiver from MSDE
Justification: CCCS respectfully requests waivers from the policies listed above pertaining to the school calendar and to not partake in online virtual learning days. We will follow CCPS' calendar as adopted, however, due to our classical education model computers will not be sent home with students.
Desired Outcome: CCCS will not partake in the virtual learning platform in order to maintain operational autonomy and stay true to our mission and classical virtues. Instead, if additional school closures exceed the number of days built into our yearly calendar, we will extend the school year rather than compromise our educational model by increasing technology exposure to our students.
Waiver 11 – Curriculum Selection
Citation: <u>CCPS Policy IIA and IGAF</u>
Change: We respectfully request waivers of policies IIA (Instructional Materials Selection and Adoption), IGAF (Health and Physical Education) and IGAFH (Comprehensive Health Education).
Justification: CCCS should maintain full autonomy when developing curriculum and instructions for its students.
Desired Outcome: CCCS will structure its curriculum to support its classical structure, vision & mission. Classical education has a distinct pedagogical approach

that emphasizes virtue, rigorous academics, and time-tested teaching methods; therefore, we need to retain full autonomy when selecting our curriculum to ensure our students are provided with the appropriate structure that aligns with our vision & mission. CCCS will follow COMAR 13A.04.18.02A with regards to the aforementioned

Waiver 12 – Community Use of School Facilities

Citation: CCPS_Policy KG

Change: We respectfully request a partial waiver of policy KG (Community Use of School Facilities). While we wholeheartedly support community outreach and educational related activities, we want to ensure that our executive board of CCCS **will be responsible** for authorizing the use of our building, not the superintendent of CCPS as is written in policy KG.

Justification: CCCS will be responsible for its own building(s) including all **maintenance**, utilities and so forth so to ensure full autonomy with its own **building(s)**, we request that these decisions be made by our own executive **board**, not that of CCPS.

Desired Outcomes: CCCS will always prioritize our students best interests, **therefore**, supporting educational opportunities and community outreach **will be an integral** part of reaching that goal – this waiver is not to exclude community **use of our building**, just to transfer control of when it is utilized from the superintendent of CCPS to our executive board to ensure full operational autonomy.

J. Meeting the Needs of Students at Risk of Academic Failure

Cecil Classical Charter School anticipates several challenges in educating its targeted student population, which includes a diverse range of learners with **varying academic backgrounds, learning needs, and levels of readiness** for a rigorous classical curriculum. As a school committed to high academic standards, character development, and equitable access to a knowledge-rich education, CCCS recognizes that students will arrive with differing levels of foundational skills in reading, writing, and mathematics. Some students may have experienced inconsistent instruction prior to enrollment, while others may require additional support to meet the demands of a classical program that emphasizes deep reading, structured writing, and cumulative content knowledge. Additionally, CCCS expects to serve students with disabilities,

English Learners, and students who may face socioeconomic barriers that impact academic readiness and consistent school engagement. These factors create a need for intentional, research-based supports that ensure all students can thrive within the classical model.

To address these anticipated challenges, CCCS will employ a comprehensive system of academic and behavioral supports grounded in evidence-based practices and aligned with the school's classical mission. CCCS will also use universal screening tools in reading, writing, and mathematics to identify student strengths and needs early in the year, followed by diagnostic assessments to pinpoint specific skill gaps. This data informs differentiated instruction within the classroom, allowing teachers to tailor lessons while maintaining the integrity of the classical curriculum. For students who require additional support, CCCS will be implementing a Multi-Tiered System of Supports (MTSS) that provides targeted small-group interventions, structured literacy instruction aligned with the Science of Reading, and Singapore Math strategies that build conceptual understanding. Students with more significant needs receive Tier 3 intensive interventions, and CCCS will collaborate closely with Cecil County Public Schools to ensure timely evaluations and appropriate services for students with disabilities.

English Learners will receive language development support through evidence-based instructional strategies, vocabulary-rich lessons, and scaffolded access to classical texts. Teachers will use visual supports, structured oral language routines, and explicit vocabulary instruction to ensure ELs can participate fully in Socratic discussions, recitations, and content-rich learning. For students facing socioeconomic challenges, CCCS will provide additional academic support, consistent communication with families, and access to school-based resources that promote stability and engagement.

The classical curriculum itself is designed to support students in overcoming academic gaps by providing a coherent, cumulative sequence of content that builds knowledge year after year. Teachers will receive ongoing professional development in classical pedagogy, differentiation, and culturally responsive teaching to ensure they can meet the needs of all learners. Character education, embedded throughout the school day, will help students develop perseverance, responsibility, and habits of mind that support academic success.

Through these methods, data-driven instruction, targeted interventions, structured literacy, Singapore Math, EL supports, special education services, and a coherent classical curriculum, Cecil Classical Charter School ensures that all students, regardless of background or need, are equipped to meet high academic expectations and grow into thoughtful, capable, and virtuous young scholars.

B.4. Student Support Services

A. Extracurricular Activities

CCCS is committed to providing internal and external opportunities for extracurricular activities. We plan to build off our classical education model and our virtues when planning such activities to maintain our goals, mission and vision.

Internally, we will implement character and virtue programs that emphasize moral philosophy, civic responsibility, patriotic activities and virtue ethics. Arts and Music provide exposure to classical music, fine arts, drama, and poetry to develop a well-rounded appreciation of culture. The goal is to implement a choir for grades K-4 and 5-8, in addition to a band ensemble for grades 4-8.

Physical Education is important to our overall goal to allow student brain breaks to refocus before starting a new class or subject matter. These activities will promote discipline, teamwork, and physical well-being, while aligning with the classical ideal of a balanced mind and body.

Extracurricular activities outside of the normal instructional day are also extremely important for our students' enrichment. CCCS recognizes the value of extracurricular activities in reinforcing classical education principles, fostering leadership, and building community. While extracurricular offerings will evolve based on student interest and resource availability, CCCS will ensure they align with the school's mission and values. CCCS is committed to ensuring that these partnerships are strategically integrated into the school's curriculum and operations. We are already working to engage community leaders to provide structured programs to support history and science lessons and are reaching out to other partners for civics programs, art projects, entrepreneurial opportunities and fitness workshops. Each partner will align their

contributions with our academic and extracurricular goals to enhance the minds, bodies and souls of our students.

We will leverage expertise and resources from community organizations to enhance student learning through guest lectures, workshops, and hands-on experiences; facilitate regular collaboration between school leadership, teachers, and partners to align initiatives with CCCS's mission; and provide students with real-world learning opportunities through community service, mentorship programs, and professional development initiatives.

Beyond our existing commitments, CCCS is actively working to establish partnerships with:

- Local Community Organizations – To support enrichment programs, hands-on learning, and extracurricular activities.
- Higher Education Institutions – To develop mentorship programs, curriculum support, and professional development for faculty.

B. Technology/Media Availability

Because we are a classical education institute, we intentionally limit everyday use of technology, so students learn through paper, pencil, and thoughtful, teacher-led instruction. Classroom work will emphasize reading, writing, arithmetic, discussion, and hands-on activities that develop critical thinking and mastery of foundational skills. Technology will be used sparingly and purposefully: students will access computers only in the media center's computer lab for designated special projects, research assignments, or teacher-approved activities that require digital tools ensuring it enhances, rather than replaces, classical instruction. This approach preserves focus on traditional learning methods while providing controlled, meaningful exposure to technology when it enhances educational goals.

C. Student Admission and Enrollment Recruitment

In addition to the multiple information sessions held leading up to the submission of this application, the founding families and other supporters of the charter school will conduct an extensive outreach campaign to religious organizations, ethnic organizations, neighborhoods, and other community organizations. The outreach campaign will consist of letters, emails, and phone calls inviting the organization to attend an information

night, offering to present the Cecil Classical Charter School concept to the organization, flyer distribution, and seeking advice and leads to identify students who may be interested in obtaining a classical education. In addition, flyers (in both English and Spanish) will continue to be distributed to public and commercial buildings and to neighborhoods, including low-income neighborhoods, homeless shelters and foster care programs. Budget permitting, the school will be advertised using USPS direct mailers and local media. Informational sessions will continue to be held monthly at local libraries throughout the county at various libraries through the end of 2026.

A website for CCCS has already been created and content is continuously added and updated to provide relevant information about the application process and the pending charter school approval status.

Board members are working with local news outlets to schedule interviews and articles spotlighting this tuition-free public-school option, expanding recruitment efforts through their online viewership. Combined with the use of social media, particularly local community Facebook pages, X (formally Twitter) and Instagram, CCCS is gaining an online presence. Together, the recruitment efforts represent a multi-faceted approach spanning in-person, online and various print forums in attempts to reach families and students all across the county.

Enrollment

Children whose parents are members of the Board of Directors or founding families, and children of staff who are eventually hired are exempt from the random lottery process and will automatically be enrolled. This will include reserving seats for children who are not yet of school age, for their respective enrollment years. On the application to enroll their child(ren) in the charter school, parents will indicate the names of each child they intend to enroll. If the number of applicants exceeds the school's capacity, students will be selected through a random and transparent lottery process that will be held at a public location. Refer to EXHIBIT 7 for the Random Lottery Policy and procedure.

Families who are not exempted under this policy will be able to enroll their children through the website beginning January 15th – March 15th each year. Enrollment notification will be advertised 15 days in advance on social media, our website, yard signs and any other means provided

funding is available. Once enrolled in the school, students progress to the next grade level each year and do not need to re-apply.

On the application to enroll their child(ren) in the charter school, parents will indicate the names of each child they intend to enroll. If the number of applicants exceeds the school's capacity, students will be selected through a random and transparent lottery process that will be held at a public location. Each year, the number of open slots is identified and families enrolling to CCCS will be assigned a number. At the public meeting, the random selection is performed by a notary public who will draw random numbers. Once a family's number has been selected, all the children in that family choosing to attend CCCS will be enrolled. Once the available slots have been selected, the random selection process continues to create a ranked wait list that assigns each family a place in line in the event that slots become available during the upcoming school year. CCCS personnel will determine the logistics of how the lottery is performed. Other charter schools opt to use "Lotterease" software which provides impartiality and ensures a fair, transparent, and legally compliant process—protecting its reputation and fostering community trust.

After the lottery is conducted, CCCS will host an annual orientation for those families selected for enrollment to review CCCS policies, procedures, expectations and the Parent/Student Handbook to ensure prospective families understand and agree to the level of family commitment and participation. If any family decides that CCCS would not be a good fit for their child(ren) and family, then the open seat will go to the next available on the ranked waiting list previously identified.

D. Racial Balance

CCCS is committed to an inclusive, respectful, and equitable learning environment and does not discriminate on the basis of race, color, national origin, religion, religious belief or observance, sex, age, disability, genetic information, marital status, veteran status, socioeconomic status, or any other characteristic protected by law. This policy applies to admission, access to programs and activities, recruitment, hiring, employment, and treatment of students, staff, and visitors.

As such, Cecil Classical Charter School will offer classical education to all eligible Cecil County students in kindergarten through eighth grade. According to the Maryland State Department of Education 2025 Report Card

for Cecil County Public Schools, student enrollment was 14,853 within twenty-four schools in the district. The demographic data reported the minority enrollment to be 32.27%, the economically disadvantaged population was 47.6% and 54.1% of the population were eligible or already taking part in the federal free and reduced-price meal program hereinafter known as FARMS. The targeted area for CCCS is to be centrally located within Cecil County, so the expectation would be that most students will live between Elkton and Port Deposit. Demographics will most likely mirror the public elementary and middle schools found within that area including minority, disadvantaged and FARMS enrollments. Other Maryland charter schools have seen opening enrollments with a higher percentage of special needs students and CCCS expects to see the same outcome.

E. Lottery Process

Student enrollment will be conducted in accordance with the Random Lottery Policy in EXHIBIT 7.

F. Compulsory Attendance

CCCS will follow CCPS's Student Attendance and Punctuality section of the Student Handbook. Elementary school students who are absent from school in excess of 16 days may fail the grade. A middle school student who has exceeded the 16 day limit shall have their earned grades reinstated after they have served 2 hours of Twilight School for each day absent more than 16 days. School administrators or their designee will schedule students for Twilight School after student conference and parent contact.

In accordance with §7-301 of the Maryland Education Code for compulsory attendance:

- Students 5 years or older and under 18 shall attend a public school regularly during the school year unless a 5-year-old child's parent or guardian files a written request to delay the child's attendance due to the child's level of maturity.
- Students must maintain a 90% attendance rate, per CCPS policy.
- Excessive absences that result in academic deficiencies may lead to retention decisions.
- Students with strong academic performance but poor attendance will be promoted with parental involvement to address attendance concerns.
- School officials may excuse lawful absences.
- Failure to comply with attendance laws can result in truancy charges initiated against the parent, guardian or caregiver.

G. Student Withdrawals, Transfers and Promotions

Withdrawals and Transfers

CCCS will require parents, guardians or eligible students to notify the school and complete district withdrawal or transfer forms before a student leaves. Before withdrawal, students must return school property, including but not limited to textbooks, library materials, and technology. Students must also resolve any outstanding fees before withdrawing or transferring to another school. CCCS must document clearance in the student record and record the official withdrawal date as the last date of attendance or the date on the withdrawal or transfer form, whichever is later.

Upon request from a receiving school, CCCS will forward official cumulative records and transcripts in accordance with FERPA and state law. Parents, guardians or eligible students may request copies and may be charged a reasonable copying fee. Temporary leaves due to extended illness or relocation, follow attendance and re-enrollment procedures to preserve records for re-admission.

Special procedures apply for withdrawals related to home instruction, expulsions, alternative placements, and students with IEPs or 504 plans. Additional documentation may be required. The special education office will coordinate the transfer of evaluations and services to the receiving school. In accordance with CCPS policy JEC, out-of-district or inter-district transfers require written approval. Student Services coordinates record transfers and ensures compliance with applicable state and federal laws.

Promotions

Promotions at CCCS are based on demonstrated mastery of grade-level standards, teacher evaluations, assessment data, classroom performance, and consistent attendance. When a student is at risk of retention, the school will implement targeted interventions such as tutoring, individualized intervention plans, and progress monitoring and documenting these efforts; promotion decisions will weigh responsiveness to these supports.

Parents will be notified promptly if their child is not meeting promotion criteria and invited to conferences to review evidence and next steps. For students with IEPs or 504 plans, placement and promotion decisions will be made by the IEP/504 team in alignment with individualized goals and legal

requirements; exceptional students may be considered for acceleration when documentation and team recommendations support advancement.

H. Student Records and Forms

CCCS will maintain student records in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and its regulations (34 CFR Part 99), the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and its regulations (34 CFR §§ 300.610-300.627), the No Child Left Behind Act of 2001 (NCLB), the Annotated Code of Maryland, Education Article §§ 2-205, and the Code of Maryland Regulations (COMAR) 13A.08.02 on student records. CCCS will also **adhere** to the guidelines outlined in the Maryland Student Records Manual **and the** Cecil County Public Schools (CCPS) Student Records Policy.

CCCS anticipates using the student information system utilized by CCPS, to maintain electronic student records. The Principal and Secretary of CCCS are responsible for the collection, maintenance, and use of **student** record information. Each morning, designated classroom teachers **will** record student absences directly into the student information system. **The** Principal or secretary will manage records such as attendance, disciplinary actions, standardized test scores, and report cards using this system.

To ensure the confidentiality of student records, the Principal and **Secretary** will adhere to the procedures outlined in the CCPS Student Services **Manual** and the Maryland Student Records Manual. For student records stored **electronically**, CCCS will use a password-protected system, thus **ensuring the** security and confidentiality of electronic records. Physical copies **will be stored** in a locked file cabinet with access limited to the Principal, Secretary, **and** CCCS Executive Director.

Upon charter approval, CCCS will coordinate with CCPS to gain access to the CCPS wide-area network and the student information system. **CCPS** will provide support and maintenance for this system, as it does for all public schools with CCCS responsible for a buy-back payment for the use of the service. The Board of Directors will ensure that CCCS has the necessary resources to connect to these systems if additional support is needed beyond what CCPS provides as part of its Business Support Services and Centralized Support Services.

In accordance with the Maryland Student Records Manual, the Principal of CCCS is responsible for and will oversee the Secretary for the following:

- **Collecting, maintaining, and utilizing student records in compliance with the guidelines set,**
- **Ensuring adherence to the record retention and disposition procedures outlined in the Manual and/or by CCPS,**
- **Familiarizing themselves with the student records system, providing leadership to staff on its implementation, and periodically reviewing its operation,**
- **Ensuring the confidentiality of student records,**
- **Annually certifying in writing to the Superintendent that student data maintained at CCCS is accurate, in accordance with COMAR 13A.08.02.07(D).**

The Principal is responsible for overseeing the Secretary in charge of student registration. Once students are enrolled, they will receive a **local** identification number. If a **State Assigned Student Identification Number (SASID)** has not been previously issued, one will be assigned. The Principal's evaluation includes compliance with student record procedures, and record-keeping practices are also reviewed as part of the annual audit.

Certain student information, known as "directory information," may be disclosed by the school system without prior permission, in accordance with the law. Directory information includes the student's name, address, telephone number, and dates of attendance. Parents or eligible students have the right to submit a written request to prevent the release of directory information. Disclosure of Personally Identifiable Information (PII) is only allowed with authorization from the student's parent, legal guardian, or the eligible student themselves. However, PII may be released without written consent in the following situations:

- **To school officials within Cecil County who have a legitimate educational interest.**
- **To officials from another school or school system where the student is seeking to enroll.**

Official school records for a student can be reviewed and inspected by the parent, legal guardian, or eligible student. To request access to these records, a written request must be submitted to the school Principal. Access to the records will be granted within 45 days of receiving the

request.

In accordance with the Maryland Student Records Manual, CCCS will transfer the original student records in full upon receiving an official request from the school to which the student is transferring. A copy of the records, along with the official request, will be retained by CCCS. The Principal or an appointed representative will also complete a Maryland Student Exit Record. If the receiving school is located outside of the CCPS district, CCCS will keep the original student record and send a copy to the requesting institution.

Please note that certain documents that are not considered part of a student's official record will not be transferred. These excluded documents include Child Abuse and Neglect Records, Reportable Offense Records, Maryland Student Assistance Program records, Bullying, Harassment, and Intimidation forms, and Reports of Gang-Related Activity.

For newly enrolled students at CCCS, the school will request the official student records from their previous institution. In compliance with the Maryland Student Records Manual, CCCS will confirm within 10 consecutive school days that the departing student is receiving educational services and will provide a copy of the student's records to the receiving school. If a student transfers within the county, the records will be transferred electronically. For students transferring out of the county or to a private school, student record cards will be printed and included with the transfer records. Existing student record cards must be kept in the student's cumulative file. Additionally, any Student Record (SR) Cards received from other Maryland public schools must be maintained.

I. Confidentiality Standards

CCCS will protect student confidentiality by restricting access to records to authorized personnel with a legitimate educational interest and by requiring written parent/eligible-student consent for disclosures outside those exceptions. Directory information will only be released when parents/eligible students have not opted out; all disclosure requests that fall outside FERPA exceptions (e.g., subpoenas, health/safety emergencies, authorized state/federal requests) will be handled according to law and documented.

The Family Educational Rights and Privacy Act (FERPA) guarantees to parents/guardians of students under age eighteen (18) and eligible students

(18 and older) the right to:

- Inspect and review the educational records of the student.
- Request the district to disclose information in the educational records to persons/agencies outside the Cecil County Public Schools system.
- Request the amendment of the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of FERPA.

Physically and electronically stored records will be secured—locked storage for paper files, role-based access controls and strong passwords for electronic systems, and encryption where appropriate. Staff and contractors with access will receive regular training on FERPA, state record rules, and district procedures; contracts with vendors will include confidentiality and limited-use clauses. Requests to inspect or amend records will be processed within statutory timeframes, retention/destruction schedules will be followed, and any legal orders for records will trigger notification to parents/eligible students unless prohibited by law.

J. Immunizations

In accordance with COMAR 10.06.04 and CCPS policy JH-CB, CCCS will require all students attending school to follow the current Federal and Maryland State School Immunization Laws, Rules, and Regulations. CCCS will ensure that, to start school, a student meets one of the following requirements:

- Adequately immunized evidenced by dates provided to the school,
- In progress of becoming adequately immunized as evidenced by providing the proper documentation to the school,
- Properly exempted as evidenced by the proper medical or religious exemption signed and provided to the school.

Students who are not adequately immunized, in progress, or properly exempted are excluded from school until one of these conditions is met. In the case of an outbreak of communicable disease and in accordance with current Maryland State law, the county health officer has the right to exclude students and/or employees from school buildings.

Parents/Guardians of students enrolling in CCCS will be notified of these requirements during the parental information sessions. It is their responsibility to provide acceptable documentation for one of the three documents listed above or the completed MDH-896 form before or at the start of school.

CCCS will follow CCPS policy related to immunizations and communicable diseases as recorded in JHCD-RB.

K. Student Health Services

CCCS will provide comprehensive health services to promote student wellness, prevent illness, and support learning. A certified school nurse will oversee health screenings, maintains health and immunization records, administers medications per written physician/parent orders, and manages care for students with chronic conditions (e.g., asthma, diabetes, severe allergies) through individualized health action plans. Routine services include vision and hearing screenings, mandated immunization compliance checks, and referrals to the Cecil County Health Department or community providers when additional care is needed.

Illness and injury occurring while at CCCS will be addressed promptly:

- Students who become ill or injured are assessed by the nurse, given first aid as appropriate, and parents/guardians are notified for further care or pick-up when necessary.
- Medications (prescription and over-the-counter) may be administered at school only with completed district medication authorization forms and physician instructions. All medications must be properly labeled and stored securely.

Confidentiality is maintained for all health records consistent with FERPA and state law. Health information is shared only with staff who need it to provide care or comply with legal requirements. Emergency procedures, communicable disease reporting, and exclusion policies follow Maryland Department of Health guidance and county health officer directives. During outbreaks or public health emergencies, the school will implement exclusion, quarantine, or other recommended measures. Parents are responsible for providing up-to-date emergency contact information and completing required health forms at the time of enrollment.

CCCS will follow all CCPS's student health related policies.

L. School Counseling

Cecil Classical Charter School recognizes that the academic success and character development of students are strengthened when they receive comprehensive support for their social, emotional, and behavioral needs. To ensure that every student is equipped to thrive within the school's rigorous classical program, CCCS will provide a robust school counseling framework aligned with the American School Counselor Association (ASCA) model and Maryland state requirements. The school counseling program is designed to promote student well-being, remove barriers to learning, and cultivate the virtues, habits, and interpersonal skills essential to the classical tradition.

The CCCS counselor will play a central role in supporting students' academic, social, and emotional development. Through classroom lessons, small-group sessions, and individual counseling, the counselor helps students build self-management skills, resilience, responsible decision-making, and positive peer relationships. These services are preventive, developmental, and responsive, ensuring that students receive support before challenges escalate. The counselor collaborates closely with teachers to identify students who may need additional assistance, using data from behavior observations, attendance patterns, academic performance, and teacher referrals to guide interventions.

In alignment with CCCS's classical mission, the counseling program will emphasize character formation and the cultivation of virtues such as responsibility, respect, perseverance, and integrity. The counselor reinforces these values through structured lessons, restorative conversations, and schoolwide initiatives that promote a positive and orderly learning environment. Students are taught to navigate conflict respectfully, communicate effectively, and develop the habits of mind that support both academic excellence and personal growth.

The CCCS counselor will also serve as a key member of the Multi-Tiered System of Supports (MTSS) team, helping to design and implement interventions for students who exhibit academic, behavioral, or emotional concerns. For students requiring more targeted support, the counselor will provide short-term individual counseling, social-skills instruction, and coordination with external mental health providers when appropriate. The counselor works collaboratively with families to ensure that students receive

consistent support both at school and at home, offering resources, referrals, and guidance as needed.

In addition, the counseling program supports students during key transitions, such as entering kindergarten, moving from elementary to middle school, and preparing for high school. The counselor will provide guidance on study skills, organization, goal-setting, and self-advocacy, skills that are essential for success in a classical academic environment. For students with disabilities or English Learners, the counselor will collaborate with special educators, EL specialists, and the administrative team to ensure that services are coordinated and that students' social-emotional needs are addressed alongside their academic goals.

Through this comprehensive approach, the counseling program at Cecil Classical Charter School will ensure that students are supported holistically, academically, socially, and emotionally. By integrating classical virtues with modern counseling practices, CCCS will create a nurturing environment where all students can grow into thoughtful, confident, and capable young scholars.

M. Pupil Personnel

Cecil Classical Charter School recognizes that students thrive academically when their social, emotional, behavioral, and environmental needs are supported with intention and care. Pupil Personnel Services (PPS) play a critical role in this effort by ensuring that every student has equitable access to education, consistent attendance, and the necessary supports to fully participate in the school's rigorous classical program. PPS functions as a bridge between the school, families, and community agencies, addressing barriers to learning and promoting the well-being of the whole child.

The PPS team, led by the Pupil Personnel Worker (PPW) in partnership with school administrators, the counselor, and student services staff—monitors student attendance, engagement, and overall school adjustment. Recognizing that chronic absenteeism is a significant predictor of academic difficulty, the PPW works proactively to identify patterns of absence, communicate with families, and develop individualized attendance improvement plans. These plans may include family conferences, home visits, referrals to community resources, or collaboration with social service agencies when needed. The goal is always to support families in overcoming obstacles that interfere with regular school attendance, whether those challenges are logistical, medical, emotional, or environmental.

Beyond attendance, PPS supports students experiencing social, emotional, or behavioral challenges that may impact their academic performance. The PPW collaborates closely with the school counselor to identify students in need of additional support, participate in MTSS meetings, and coordinate interventions. When concerns extend beyond the scope of school-based services, PPS facilitates referrals to outside mental health providers, social workers, or community agencies. This ensures that students receive comprehensive, wraparound support that addresses both school-based and external factors affecting their success.

Pupil Personnel Services also play a vital role in supporting students and families during times of crisis or transition. Whether a family is experiencing homelessness, financial hardship, or significant life changes, the PPW ensures compliance with federal and state protections, including the McKinney-Vento Homeless Assistance Act. The PPW assists families with enrollment, transportation, access to school supplies, and coordination of services to ensure that students remain stable and connected to their education.

In alignment with the classical mission of CCCS, PPS contributes to the cultivation of character and responsibility by helping students understand the importance of attendance, punctuality, and personal accountability. Through supportive conversations, restorative practices, and collaboration with teachers and families, PPS reinforces the virtues that underpin the school's culture—perseverance, respect, integrity, and responsibility.

By integrating attendance monitoring, family outreach, crisis intervention, community collaboration, and student advocacy, Pupil Personnel Services ensure that every student at Cecil Classical Charter School has the opportunity to succeed academically and develop the character necessary for lifelong learning. This comprehensive approach strengthens the school's commitment to educating the whole child and maintaining a supportive, orderly, and equitable learning environment.

N. Home and Hospital

Cecil Classical Charter School is committed to ensuring that all students have equitable access to learning, even when medical or psychological conditions temporarily prevent them from attending school in person. In accordance with Maryland regulations and the policies of Cecil County Public Schools (CCPS), CCCS provides Home and Hospital Teaching (HHT) as a vital student support service for students who are unable to participate in the regular school environment for extended periods of time. This service ensures continuity of

instruction, minimizes learning loss, and supports students' successful transition back to the classroom.

HHT is available to students who experience physical illness, emotional or psychological conditions, pregnancy-related needs, or other medical circumstances that significantly interfere with their ability to attend school. When a student's condition meets the criteria established by Maryland law, CCCS collaborates with CCPS to initiate the HHT process. Families will receive clear guidance on the required medical documentation, timelines, and procedures. Once approved, a certified Home and Hospital teacher, assigned through CCPS, provides instruction aligned with the student's current coursework and the classical curriculum used at CCCS.

CCCS' administrative team, classroom teachers, and counselor work closely with the HHT instructor to ensure that instructional materials, assignments, and assessments are accessible and appropriately adapted. Teachers will provide pacing guides, essential content, and ongoing communication to maintain alignment with classroom learning. This collaboration ensures that students receiving HHT continue to build the knowledge, skills, and habits of mind central to the classical model, even while learning outside the school building.

The CCCS counselor and Pupil Personnel Worker (PPW) play an important role in supporting students receiving HHT. They will maintain regular communication with families, monitor the student's well-being, and help coordinate a smooth transition back to school when the student is medically cleared to return. For students with disabilities or English Learners, CCCS ensures that HHT services are coordinated with IEP or EL supports so that accommodations and specialized instruction continue without interruption.

Throughout the HHT period, CCCS remains committed to the student's academic progress, emotional well-being, and connection to the school community. CCCS will provide updates, check-ins, and opportunities for students to stay engaged with their peers when appropriate. When the student is ready to return, the school develops a reintegration plan that may include modified workloads, gradual reentry, or additional counseling support to ensure a successful transition.

By offering Home and Hospital Teaching as part of its comprehensive student support services, Cecil Classical Charter School will ensure that temporary medical or psychological challenges do not prevent students from accessing a

high-quality classical education. This commitment reflects CCCS' dedication to educating the whole child and supporting every student's right to continuous, meaningful learning.

B.5. Student Code of Conduct

A. Discipline Strategies and Interventions

Cecil Classical Charter School is committed to providing a safe and orderly school environment for our students, one which is conducive to learning. Our philosophy regarding student behavior, consistent with our mission and vision, is reflected in our values which are intertwined within all aspects of the school model, including discipline. When a student's behavior is reflective of these values, students develop self-control and self-discipline. Expectations for student conduct will be made clear through our school climate and reinforcement of our values throughout the school day. CCCS's School/Parent Handbook will include expectations for student conduct and encouragement for modeling these behaviors at home. Each member of CCCS' learning community will take responsibility in demonstrating our values.

If a student engages in an undesirable behavior, the teacher will take action to address the behavior, encouraging students to take responsibility for their behavior. They will work together for the student to learn from the incident and reduce the likelihood for the behavior to recur. Using positive behavior interventions at the classroom level, along with related supports, encourages positive behavior with a focus on prevention rather than punishments. Recognizing and praising when a student demonstrates a value reinforces expectations.

Teachers will be supported in the development and use of a classroom management plan that aligns with CCCS' expectations of student conduct. A teacher-focused initial approach empowers teachers to teach the student behavior expectations. However, a teacher should not be tasked with repeated behavior issues from the same student. When a student no longer responds to the teacher's methods of discipline, redirection or modification, the Principal is to be notified and the student is to be removed from the classroom. Consistent student interruptions interfere with the classrooms instructional time for the remaining students. The Principal will be tasked with addressing the student's behavior, sharing appropriate methods of communicating needs in the classroom and explaining the consequences for continued disruptive behavior. The Principal will reach out to the parents to discuss the behavior and

interventions provided and encourage them to reinforce those interventions at home.

Teachers will model how to respond to challenges to demonstrate fortitude. When a teacher identifies a break is needed for the classroom, they are able to provide this reset through a Brain Break or other classroom supports with the goal of de-escalation. CCCS' focus on community-wide communication will focus on preferred and appropriate student behavior, and the encouragement of parents to support positive behavior. Teacher and parental partnerships are a crucial component in education and student behavior, and there will be an open and clear communication between the two. Collaboration between teachers, students, and parents to address student behavior will be a key component in fostering a safe and orderly environment for teachers and students.

Instances where student behavioral issues are not able to be addressed at the classroom level, or if the level of offense warrants additional action, the Teacher may refer the student to the Principal immediately for further intervention. The Principal will make every attempt to understand all aspects of the situation and take appropriate steps in remediation. Additional disciplinary measures, if warranted, may be implemented including parent communication and detention. CCCS will follow CCPS' suspension and expulsion procedures for a student in serious or repetitive violation of the student behavioral expectations.

For students who experience intensive social, emotional, and/or behavioral challenges whose needs are not being met at the school level interventions, supports and behavioral management strategies, a referral will be made to the student support team.

Cecil Classical Charter School will adhere to the disciplinary procedures mandated by the Individuals with Disabilities Education Act, Section 504, State Board of Education Rules, and CCPS. CCCS will build off of CCPS' Board Policy JG, (JF, JF-EA, JFCG, JFCH, JFCJ, JFCL, JGB-RA, JGD-RA, BDEC) and will comply with all state and federal laws, including but not limited to COMAR 13A.08.01.11 in relation to: student discipline, including due process provisions; student suspension and expulsion procedures; student welfare, safety, and health, including the reporting of child abuse, truancy, accident prevention and disaster response. The school will adhere to applicable state and local regulations governing the operation of the

school.

B. Discipline Philosophy

CCCS believes that a safe, orderly, and respectful learning environment is essential for academic success. Students are expected to demonstrate respect for themselves, others, and the entire school community at all times. Clear behavioral expectations will be taught, modeled, and consistently reinforced by staff.

Student behavior will be addressed through a system that emphasizes personal responsibility and accountability. When students make poor behavioral choices, they will be held accountable through fair and consistent consequences that are proportional to the behavior. These consequences are intended not only to correct misconduct but also to teach students the importance of self-discipline, integrity, and respect for others.

This discipline approach will combine clear expectations, consistent enforcement, and appropriate consequences, while also providing opportunities for students to reflect on their actions, repair harm when possible, and make better choices in the future. Families will be partners in this process to reinforce the shared goals of developing responsible and respectful young people.

Through this balanced approach, CCCS seeks to cultivate a culture of order, responsibility, and character, ensuring that every student can learn in a focused, safe, and supportive environment.

B.6 Parent Involvement & Community Participation

A. Building Family-School Partnerships

Partnerships between families and schools are essential for creating a collaborative and mission-driven environment where both families and educators work together to support student learning. When families are actively involved, it helps align home and school goals, leading to improvements in academic performance, attendance, engagement, and study habits. Parents who maintain a positive attitude toward education enhance their child's social behaviors and help students view learning as a shared journey supported by both teachers and parents.

For teachers and school leaders, these parental partnerships enhance communication skills, promote cultural responsiveness, and strengthen

relationships that benefit not only teachers and parents but also students. Such partnerships reduce the burden of one-way communication, increase teacher job satisfaction, and foster a more supportive and collaborative work environment. Regular and respectful communication, whether through text, email, apps, or face-to-face interactions, ensures that families feel heard and valued, while teachers feel supported.

By working together, families and educators can co-create learning objectives, monitor progress, and address challenges. When parents and teachers align their goals and expectations to support the student, the child's confidence and self-esteem grow as their skills improve. At CCCS, we aim to encourage and empower our families to become co-educators, which we believe will lead to more effective academic improvement.

At CCCS, family-school partnerships are not just about attendance at events. They are about building authentic, ongoing relationships that strengthen student outcomes, empower families, and enhance educator effectiveness. When done intentionally, these partnerships create a supportive, collaborative ecosystem where both students and staff thrive.

B. Parent Involvement

CCCS encourages parental involvement in our school, believing it is a crucial driver of student success. This involvement offers both academic and personal benefits that extend beyond the classroom.

Research indicates that when parents actively participate in their child's education, students tend to achieve better grades, higher test scores, and improved attendance. When children see their parents engaged, they remain more motivated and involved, which reinforces the value of learning and fosters self-confidence.

Parental involvement, both at home and in school, helps develop stronger social skills and encourages positive attitudes, resulting in decreased negative behaviors and a greater sense of belonging. Ultimately, this leads to better long-term outcomes, increasing the likelihood that students will graduate and pursue higher education options.

At CCCS, parents are not just supporters but stakeholders who have the ability to:

- Influence policies, and co-curricular activities, ensuring the school's mission aligns with family values,
- Monitor progress, ask questions, and support homework that will help students retain and apply knowledge,
- Improve communication with teachers through open dialogue to help address challenges early and set shared goals for student success,
- Help create a positive school climate through visible family participation which signals that learning matters, boosting student morale and participation,
- Participate in the review and planning for curriculum and student supports,
- Volunteer as teacher assistants, organizing events, or helping with projects,
- Participate in workshops and seminars CCCS may offer to equip parents with tools to support learning at home.

Cecil Classical Charter School emphasizes the importance of parental involvement in fostering a supportive, mission-driven learning environment. This collaboration transforms families into active **partners** in the educational process, resulting in improved academic performance, increased engagement, and long-term success for both CCCS and our students.

C. Staff Supporting Parent Involvement

CCCS is required under federal and state law to engage parents and families in their children's education. This will be done through purposeful, **inclusive**, and sustained partnerships that align with research-based best practices. **We will:**

- Provide an open-door policy for communication,
- Provide regular newsletters,
- Communicate important dates and events via email and social media outlets,
- Maintain our website to share upcoming meetings and events,
- Invite families to participate in advisory councils, school improvement committees, PTO,
- Encourage involvement in curriculum, book committees, and special education services,

- Provide multilingual notices and resource materials,
- Provide practical tips, workshops, and learning activities that can be done at home to support student success,
- Offer guidance and support for children with mental health concerns and families navigating special education,
- Solicit feedback to refine the educational services we provide, including school policies, curriculum, and discipline.
- Offer virtual meeting options and flexible scheduling to accommodate parents' work schedules and other responsibilities,
- Remain responsive to the needs of the students and parent concerns.

At CCCS, we believe that when parents are actively engaged, students **tend to perform better academically, attend school more regularly, and exhibit improved behavior.** Research shows that parental involvement **enhances self-esteem, fosters a positive attitude towards school, and promotes social-emotional learning,** while also decreasing absenteeism. Additionally, **engaged families are more likely to encourage healthy habits, which can help reduce risks associated with substance use and unsafe behaviors.**

When parents and staff collaborate effectively, schools can build **trust, enhance communication, and create a more supportive educational environment for students and staff.**

D. Community Partnerships

Partnerships between CCCS and local organizations create a mutually **beneficial system that strengthens both the school and the broader community.** These partnerships connect schools with local resources, **such as nonprofits, businesses, and civic groups, to address community needs like food insecurity, health services, and civic engagement.** They help **bridge gaps in services, improve access to opportunities, and foster trust between schools and residents.** When community members see schools actively **participating in solving local issues, they feel more invested in student success.** Students will also have the **opportunity to give back to community partners through various projects and special events giving them a sense of responsibility and purpose.**

CCCS will gain access to **expanded resources, expertise, and support networks that can enhance teaching, enrichment, and additional student services.** Community residents, businesses, and organizations can provide **funding, facilities, and specialized programs, such as STEAM activities, tutoring, and**

mental health services, that CCCS may not be able to offer independently. These collaborations also help schools align with community priorities, making education more relevant and engaging.

Students at CCCS will benefit significantly from these community partnerships, not only through the educational opportunities provided but also by:

- Enhanced social-emotional skills and stronger relationships with caring adults,
- Greater participation leading to better attendance, lowering absenteeism,
- Improved academic outcomes resulting in higher test scores,
- Real-world learning opportunities through enriched programs and service projects.

These partnerships will provide students with a more comprehensive support system that addresses both academic and non-academic needs, fostering a more holistic learning environment.

Community partnerships can also offer additional resources, training, and collaborative opportunities for school administrators and educators. This enhances staff capabilities and boosts morale as they engage with a broader network of support. CCCS believes that community partnerships are extremely beneficial because they utilize community assets to achieve shared goals, such as student success, community well-being, and equitable opportunities. These partnerships create a feedback loop where schools inform the community and are informed by it, leading to more responsive, effective, and sustainable programs.

Furthermore, community partnerships can transform CCCS into a community hub for learning and support, benefiting students, staff, and the wider community by combining resources, expertise, and a shared purpose.

E. Community Backing

Community support is essential for both CCCS and the neighborhoods it serves, providing direct benefits to both students and staff.

When CCCS actively engages with its communities, it will become an integral part of the local area. Partnerships with businesses, municipalities, and other organizations create shared resources and opportunities for students, such as workshops, internships for gifted students, and field trips. These collaborations also address local issues like food insecurity by collecting non-

perishable food items for local pantries or assisting elderly residents with gardening during Earth Day events. While these activities enhance the school's visibility and reputation, they also demonstrate good stewardship from CCCS students and staff. Community involvement fosters pride and ownership, making CCCS a valued local institution.

Strong community support provides CCCS with access to potential funding, additional resources, and networks that enhance its operations and educational programs. It also helps build a cohesive internal community of parents, teachers, and staff who share the school's mission, thereby improving morale and collaboration. Strategic partnerships can offer expertise, equipment, and volunteer labor, reducing costs and expanding educational offerings at CCCS.

Through these community partnerships, students gain enriched learning experiences that apply classroom knowledge to real-world situations, engage in civic activities, and participate in service projects. Community involvement builds responsibility, leadership skills, social connections, and a sense of belonging. Exposure to diverse perspectives and opportunities, such as mentorships, can provide significant support for students in need.

For the teachers and administrators at CCCS, community backing will create a supportive environment where they feel valued and connected to the broader mission of providing the best education possible for their students. This support can lead to more resources for professional development and strengthen morale. Educators who see their work making a tangible impact on their students and the community are likely to be more engaged and effective in the classroom.

Community backing ensures that CCCS is not just an isolated institution but an active contributor to the neighborhood. It aligns CCCS's mission with local values and creates opportunities for feedback that shapes better educational programs. For students and staff at CCCS, this means more opportunities, stronger support systems, and a greater sense of purpose in their work. Community support will transform CCCS into a thriving, connected hub that uplifts both the educational experience for the students as well as the community around them.

F. Parent Involvement in Management

Parental involvement in the management of CCCS provides a strategic advantage that benefits the school, students, staff, and families in various ways. When parents participate in decision-making, curriculum design, and policy development, the school's mission and programs better reflect the needs of the community. This alignment fosters ownership and pride among stakeholders, strengthens trust, and supports the school's sustainability. Additionally, parental input can lead to innovation in teaching methods and school culture.

CCCS believes that engaged parents enhance academic outcomes, **resulting in better grades, test scores, attendance, and motivation.** Students benefit from consistent support at home and school, which enhances their learning and reinforces classroom concepts. Parental involvement also contributes to students' social and emotional well-being, helping to reduce behavioral issues.

Teachers and administrators gain from stronger communication and collaboration with families, which minimizes misunderstandings and **builds trust.** Parental participation at CCCS can alleviate administrative burdens by allowing parents to share responsibilities, undertaking various tasks for staff, educators, and students. This creates a supportive, community-oriented work environment that benefits everyone and aligns with the values and virtues of CCCS.

Being involved in CCCS's management gives parents a voice in their child's education, ensuring that policies and programs reflect family priorities as well as the school's mission and vision. This involvement fosters a sense of belonging and advocacy, allowing parents to champion their child's needs and help shape the school's culture. It also strengthens the parent-teacher relationship, making communication more effective and responsive, which ultimately enhances the educational experience for students.

Overall, parental involvement in the management of CCCS reinforces the school's mission alignment, improves student outcomes, supports staff collaboration, and deepens family engagement, creating a positive, sustainable, and high-performing school community.

G. Handling Disputes

At CCCS, we believe that disputes involving parents, and the community can be resolved through a structured approach that includes informal collaboration, mediation, and formal procedures. This process ensures fairness, transparency, and compliance with applicable laws.

We begin with an informal approach aimed at encouraging open communication among parents, community members, and school leadership. This allows us to address concerns early and build trust. Depending on the results of this informal dialogue, we may proceed to mediation with a neutral third party. The mediator will help all parties explore options to reach a mutually acceptable agreement, avoiding the need for legal action. Our intent is to minimize disputes by addressing concerns promptly and finding collaborative solutions. This approach helps preserve relationships and reduces the potential for escalation.

If a formal resolution becomes necessary, it may involve filing a complaint with the State Board of Education. In such cases, CCCS may enter additional mediation or pursue due process. Under the Individuals with Disabilities Education Act (IDEA), CCCS is obligated to conduct a resolution meeting within 15 days of a due process complaint to attempt a settlement before a hearing occurs. If the issue remains unresolved, a hearing officer will review the evidence and issue a decision. CCCS is legally required to follow due process rules as we receive federal funding.

Our goal at CCCS is early intervention to prevent escalation, in line with our Dispute Resolution Policy. This policy outlines a multi-step process that begins with informal collaboration, progresses to mediation if necessary, and resorts to formal state or federal procedures only as a last resort. We believe this balanced approach allows us to fulfill legal requirements while maintaining a positive and collaborative school community, demonstrating our commitment to promptly identifying and addressing concerns from parents, staff, and the community.

In the case of disputes related to Individualized Education Programs (IEPs) for special education or program-related issues, CCCS will promptly convene a meeting with the student's team to assess needs, adjust services, or implement temporary measures to find suitable solutions. If needed, we will engage a neutral facilitator to guide discussions and help reach a

compromise. All actions taken will align with state education codes, IDEA, and our charter agreement.

Regardless of the nature of the dispute, CCCS will maintain detailed records of all meetings, agreements, and decisions to ensure compliance with legal and regulatory policies.

Redacted

Part C. Business and Management Services

C.1. Personnel

CCCS will comply with Maryland COMAR, Blueprint staffing expectations, and the requirements of CCPS with regards to hiring, credentialing and work hour policies. Personnel files, certification documents, negotiated employment contracts, and time records will be maintained as required and available for audits.

A. Roster of Charter School Staff – Refer to EXHIBIT 6

Certifications and Qualifications:

- Administrative leaders (principal and assistant principals) **must** hold Maryland certification or meet state charter exemptions; administrators responsible for instructional programs must hold appropriate administrator or supervisor credentials as **required by** COMAR and the Blueprint for Maryland's Future.
- Classroom teachers must hold Maryland professional or **provisional** teacher certification appropriate to their assignment and endorsement areas (elementary certifications for K–5th grade). Teachers providing specialized instruction such as special education, ESOL/EL, reading intervention, and gifted services, must **possess** the required Maryland endorsements or add-on certificates **or are** working under a documented, time-limited plan to obtain **certification** consistent with state requirements.
- Special education staff which include: therapy service providers **such as** speech therapy, occupational therapy, physical therapy, and **a school** psychologist must have appropriate Maryland certification/licensure or credentials and maintain **required CEUs; paraprofessionals are required to meet State qualification standards and work under the supervision of certified staff.**
- English Learner instructors and coordinators are required to hold ESOL endorsements or state-approved alternate certification. They are also required to be trained in WIDA standards and sheltered-instruction methodologies.

- **Related service providers including school guidance counselors, nurses, and mental health providers are required to hold Maryland the appropriate license or certification required for their specific role and to provide services in accordance with COMAR and IDEA.**
- **Coaches, substitute teachers, and temporary staff must meet Maryland's minimum requirements related to short-term assignments. Substitutes must be certified or employed under authorized emergency provisions that align with Maryland regulations.**
- **All CCCS staff must complete required background checks and fingerprinting, maintain mandatory health and safety credentials including CPR and First Aid as applicable, and complete state-required training related to student confidentiality, child abuse reporting, trauma-informed practices, all in alignment with COMAR regulations, county requirements and CCPS policies and procedures.**

Professional Development and Credential Maintenance

CCCS is committed to providing ongoing professional development to meet Blueprint and COMAR expectations for in-service training related to curriculum standards, assessments, differentiated instruction, SIOP/sheltered instruction, ESOL/WIDA, special education compliance, IEP implementation, and culturally responsive pedagogy.

CCCS staff will maintain all required CEU renewal credits, and appropriate documentation for renewal certification in accordance with Maryland timelines.

Staff will also be provided with initial training and professional development related to the classical curriculum with ongoing opportunities to master the classical curriculum and educational model.

Work Hours — Daily, Weekly, and Annual Limits

CCCS will adhere to Maryland COMAR provisions and CCPS charter negotiated agreements regarding employee work hours while meeting Blueprint instructional time and staff workload expectations. Specific allowable hours by employee type will follow the employment policies included in the CCPS handbook, negotiated union contracts and our charter contract.

The maximum instructional hours per day for teachers will not exceed 7.5 which includes instructional time and supervision with an additional 30 minutes allocated for lunch. This is consistent with our daily schedule and negotiated agreements. The maximum workweek should consist of 40 hours which includes instructional time, planning, meetings, and professional development per negotiated agreements. Any additional hours required during the work week will be compensated as agreed in the negotiated contractual agreements.

Annual contracted days and hours will align with all staff negotiated contractual agreements. According to the CCCTA negotiated agreement, 10-month staff work 189 days per year; 10.5-month staff work 199 days per year and 11-month staff work 209 days per year. This is consistent with Blueprint expectations for instructional days and professional development. Based on 7.5 hours per day, staff will work between 1417.5 – 1567.50 hours annually depending on the number of months they work per their designated agreements (10, 10.5, or 11). CCCS will also abide by all additional bargaining unit contracts (CCPSASA and CESPAS) related to daily, weekly and annual work hours, and work days.

B. Determinations of Positions

CCCS will determine staffing needs and define positions, roles, and responsibilities using a clear, enrollment-driven methodology that aligns instructional design, student support requirements, regulatory compliance, and financial sustainability. The staffing plan will be phased in across four years to align with projected enrollment growth (240 Y1 → 280 Y2 → 320 Y3 → 360 Y4 students) and to ensure instructional quality, timely delivery of student services, and operational experience.

Staffing is driven first by projected enrollment and by grade and class sizes. CCCS has established target class sizes of no more than 20 students per class with 2 classes per grade for K-5 in the first year. This resulted in 12 full-time teachers in addition to specialists, intervention, and pull-out services for students with IEP's, 504's, learning disabilities, and other specialized needs. Staffing will be allocated for these specialized services based on instruction minutes required and student caseload. This approach ensures staffing reflects student needs and classroom organization while maintaining predictable class sizes.

CCCS will hire 12 classroom teachers prior to opening. The core classroom teachers at CCCS will be responsible for daily instruction, lesson planning, formative and summative assessments, family communication, classroom management and participation in professional development. Our teachers will deliver the classical curriculum, differentiated instruction as necessary and participate in progress monitoring of each student. Depending on student population and needs, each classroom could have 1 paraprofessional. If paraprofessionals are not required due to lack of need, classrooms will have a volunteer or founding family member to assist the teacher.

Specialty teachers (art, music, physical education, foreign language, STEAM) at CCCS will provide scheduled weekly instruction aligned to subject matter and to collaborate with classroom teachers for integrated projects and common planning. The budget currently supports 1 instructor for each subject matter - art, music and physical education. An additional 1 FTE is allocated to instruct Spanish.

The Principal or designated instructional coach will support curriculum implementation, model instruction, facilitate teacher professional development, coordinate observations, provide feedback and guide curriculum-assigned assessment practices. This position will start as part-time and will turn into a full-time position as the student population and teacher positions increase.

Special education teachers will be assigned caseloads of no more than 20 students per teacher. This will ensure students requiring specialized services receive the time and attention needed to obtain successful outcomes. The special education staff will be responsible for identification and referral processes, development and oversight of IEP's, compliance with state and federal timelines, and training for general education staff on accommodations and inclusion strategies.

Specialized services such as speech, occupational or physical therapy will be provided with on-staff providers from CCPS through a buy-back service or through contracted services as student needs dictate.

Reading and math specialists will be allocated based on screening results and benchmark percentages. They will provide targeted small-group support, progress monitoring, and collaborate with classroom teachers to

accelerate students who are below benchmark. Initially, 1 FTE for each specialty is budgeted.

Depending on need, an EL teacher or part-time pull-out specialist will be allocated to provide targeted language instruction based on the number of EL students enrolled at CCCS; collaborate on sheltered content strategies, and coordinate language proficiency assessments and parent communications.

One school counselor will be employed initially to provide guidance social-emotional learning programs, group and brief individual counseling, and coordinates referrals to additional mental health services. Counseling capacity scales with enrollment and contracted mental health supports will supplement on-staff services when required.

CCCS will initially employ one principal who will provide instructional leadership; educational oversight; compliance with Maryland COMAR and Blueprint compliance; and community engagement. As enrollment grows once grades 6th - 8th are added, an assistant principal will be hired to maintain high-quality supervision, assist with discipline management, and program coordination.

Office and administrative staff will initially consist of an administrative assistant, and secretary, and a bookkeeper. The secretary will handle daily front office functions, attendance, family communications, and student records. The administrative assistant will handle HR and provide support services to the Executive Director and the Principal. The bookkeeping functions will be staffed by a combination of on-site staff and a contracted accounting service who specializes in non-profit accounting functions with expansion to dedicated on-site full-time staff as the budget allows. The bookkeeper will be responsible for payroll; accounts payable and receivable; and accounting functions as assisted by the contracted accounting firm.

Custodial staffing will be determined by the school's square foot usage and student population. The initial staff will consist of one full-time custodian, but additional staff will be added as needed due to increased demands or enrollment increases.

Facilities maintenance will initially consist of one person. However as needs arise that exceed the ability of the on-site facility maintenance employee, CCCS will contract with local businesses for expert services when needed.

To control start-up costs, food services for breakfast and lunch may be contracted through CCPS and delivered for distribution to students.

CCCS will not be providing transportation services except in situations required for disabled students. That service will be provided by CCPS. Parents and guardians will be required to provide transportation to and from school. If start-up funds allow, a small bus may be purchased to provide transportation for local field trips for individual grades or classes.

IT support will begin as a part-time or contracted function and **scale to a** full-time role as systems and device deployments increase.

This methodology ensures staffing decisions are transparent, **defensible**, and closely aligned to anticipated student enrollment and needs, regulatory requirements, and fiscal realities. The phased, enrollment-driven plan provides strong instructional capacity and student **supports** from opening while allowing the leadership team to scale **operations** responsibly and maintain high standards of program quality and compliance as enrollment grows.

C. Job Descriptions

*The job descriptions below are preliminary. CCCS reserves the **right to alter** these job descriptions to comply with CCPS Job Descriptions once **those** documents are available (unable to locate on Board Docs and **could not** access on the HR section of CCPS website). **If CCPS job descriptions do not align with our education model, we also reserve the right to modify these to fit our educational needs which will comply with all negotiated agreements.***

Classroom Teacher

- **Purpose:** Provide standards-aligned instruction in assigned grade and subject, assess student learning, maintain classroom management, and communicate with families.
- **Key duties:** Plan and implement lessons, differentiate instruction, administer and score assessments, maintain accurate records,

attend staff meetings, professional development, supervise students, participate in IEP/504/EL meetings as assigned.

- **Qualifications:** Maryland teaching certificate appropriate to assignment or provisional with plan, content endorsement, background clearance, CPR and First Aid per policy.
- **Reports to:** Principal.

Special Education Teacher

- **Purpose:** Deliver specially designed instruction and supports to students with IEPs across settings to ensure access to the general
- **Key duties:** Develop and implement IEPs, progress monitoring, collaborate with other educators, provide direct instruction, co-teaching with other educators, participate in evaluations, maintain service logs.
- **Qualifications:** Maryland Special Education certification and endorsement, background clearance, training in behavior supports and progress monitoring.
- **Reports to:** Special Education Director/Principal.

Math Specialist

- **Purpose:** Provide instructional leadership in mathematics: coaching teachers, analyzing data, modeling lessons, and supporting curriculum alignment.
- **Key duties:** Observe/coaching cycles, develop intervention plans, lead professional development, analyze assessment data, support grade level curriculum planning, provide direct student interventions as needed.
- **Qualifications:** Teaching certification with math endorsement, experience in curriculum and instructional coaching, strong data analysis skills.
- **Reports to:** Principal/Curriculum Director.

Reading Specialist

- **Purpose:** Lead literacy instruction initiatives, provide targeted interventions, coach teachers on evidence-based reading practices, and monitor literacy outcomes.
- **Key duties:** Assess students by screening for dyslexia indicators, design interventions, coach teachers, coordinate literacy programs, run professional development, maintain progress data.
- **Qualifications:** Teaching certification and reading specialist

endorsement or equivalent; training in structured literacy; background clearance.

- Reports to: Principal

Guidance Counselor

- **Purpose:** Provide academic, social-emotional support, and college and career counseling services; coordinate referrals and support student success.
- **Key duties:** Deliver counseling services, implement school counseling program, consult with staff and families, support SST/IEP/504 teams, support SST/IEP/504 teams, track student outcomes, coordinate postsecondary advising.
- **Qualifications:** Maryland school counselor certification or state equivalent; master's degree in school counseling or related field; background clearance.
- Reports to: Principal

Principal

- **Purpose:** Provide instructional and operational leadership; ensure compliance with state regulations and charter requirements; foster culture and manage staff performance.
Key duties: Lead curriculum and instruction, hire and supervise staff, oversee budgets and facilities, ensure compliance with COMAR, IDEA, and EL, engage families and community, set school goals and monitor metrics.
- **Qualifications:** Maryland administrative certification for a principal, demonstrated instructional leadership experience, background clearance.
- Reports to: Executive Director and the Board of Directors

Lead Secretary / Administrative Lead

- **Purpose:** Serves as senior office administrator handling front-office operations, staff support, and school communications.
- **Key duties:** Manage front desk, maintain student records, coordinate attendance and reporting, support scheduling, assist with HR paper work, supervise other office staff as assigned.
- **Qualifications:** Office administration experience in school setting preferred, proficiency in student information systems, strong communication skills, background check.
- Reports to: Principal and Executive Director

Bookkeeper

- **Purpose:** Manage school financial transactions, maintain accounting records, assist with budgets, payroll support and financial reporting.
- **Key duties:** Process accounts payable and receivables, reconcile accounts, maintain purchase orders, produce monthly and annual reports, ensure compliance with fiscal policies, coordinate with external accountants.
- **Qualifications:** Experience in school and non-profit accounting, familiarity with accounting software, strong attention to detail, critical thinking skills, strong communication skills, background check.
- **Reports to:** Principal, Executive Director and Board of Directors.

Office Assistant

- **Purpose:** Provide clerical and operational support to leadership, front office, staff, students, and families.
- **Key duties:** Answer phones, greeting visitors, process attendance, file records, assist with mailings and event logistics, support clerical tasks for teachers.
- **Qualifications:** High school diploma or equivalent; strong interpersonal and organizational skills; background clearance.
- **Reports to:** Lead Secretary, Principal and Executive Director.

Custodian

- **Purpose:** Maintain a clean, safe, and sanitary school environment; perform building custodial tasks and support facility operations.
- **Key duties:** Clean classrooms and common areas, empty trash, clean restrooms, floor care to include sweeping, mopping buffing, set up rooms for events, reporting maintenance needs, and following safety protocols.
- **Qualifications:** Experience in custodial work preferred, ability to lift and perform physical tasks, background clearance; willingness to work flexible hours for events.
- **Reports to:** Facilities Maintenance Supervisor and Principal.

Maintenance Technician

- **Purpose:** Perform routine and preventive maintenance for school facility systems and equipment to ensure safe operations.

- **Key duties:** Repair plumbing, electrical, HVAC support tasks, perform grounds/gutter work, respond to maintenance requests, maintain inventory of supplies, coordinate outside contractors as needed.
- **Qualifications:** Trade experience preferred -electrical, plumbing, HVAC generalist, - relevant licenses and certifications a required by law, ability to lift and work at heights, background clearance.
- **Reports to:** Executive Director and Principal.

Paraprofessional

- **Purpose:** Support classroom instruction and student learning in a K–8 classical charter school by reinforcing the classical curriculum, assisting with differentiated instruction and interventions, and maintaining a positive, orderly learning environment.
- **Key duties:** Assist with lesson preparation and lead small-group and one-on-one instruction as directed, support classroom management, supervise students during recess, lunch, arrival and dismissal, reinforce differentiated instruction, support students in RtI and MTSS interventions, help students with organization, executive-function skills, and academic tasks and support IEP/504 processes as assigned.
- **Qualifications:** High school diploma or equivalent required, associate degree or higher preferred. Maryland paraprofessional certification preferred or willingness to obtain. Experience with children in educational setting, familiarity with classical education is a plus. Strong communication skills and basic technology proficiency. Bilingual skills a plus and experience with reading and math interventions preferred. Must pass background check.
- **Reports To:** Lead Teacher.

Executive Director

- **Purpose:** Provide strategic leadership and operational oversight for Cecil Classical Charter School, ensuring high-quality academic programs, fiscal health, regulatory compliance, community relations, and successful execution of the school's mission and vision.
- **Key Duties:**
 - 1) **Strategic Leadership:**
Develop and implement school vision, strategic plans, and academic goals; lead continuous school improvement.

- 2) **Operations & Administration:** Oversee daily operations – facilities, transportation, food service, safety – human resources and information systems.
 - 3) **Academic Oversight:** Ensure curriculum alignment, student achievement monitoring, assessment systems, and professional development for staff.
 - 4) **Fiscal Management:** Develop and manage budgets, financial reporting, fundraising, grant management, and ensuring financial sustainability.
 - 5) **Compliance & Governance:** Maintain compliance with Maryland education laws, charter terms, accreditation requirements, and report to the board; prepare board materials and implement board policies.
 - 6) **Staff Leadership:** Hire, evaluate, and support senior staff and school leaders; build a strong organizational culture and performance systems.
 - 7) **Family & Community Engagement:** Cultivate relationships with families, community partners, local districts, and policymakers; serve as public spokesperson.
 - 8) **Risk & Facilities Management:** Ensure health and safety protocols, oversee facilities maintenance, and manage contracts and vendors.
 - 9) **Data & Accountability:** Monitor performance metrics, state assessments, and reporting; use data to drive decisions and interventions.
- **Qualifications**
 - 1) **Education:** Master's degree in education preferred, educational leadership, public administration, business, or related field preferred.
 - 2) **Experience:** Significant leadership experience in K–8 education, charter school management, or nonprofit/school administration; experience with Maryland regulatory environment preferred.
 - 3) **Skills:** Strong financial management, personnel leadership, strategic planning, and communication skills; familiarity with Maryland charter school law, state reporting, and compliance.
 - 4) **Certifications:** Principal/administrator certification preferred but not required; willingness to obtain required state clearances and background checks.

- 5) Other: Proven fundraising or grant-writing experience; commitment to classical education and the mission and vision of Cecil Classical Charter School.

- Reports To Board of Directors.

General expectations for all staff:

Comply with Maryland certification/licensure, fingerprinting, and required training (child abuse reporting, emergency procedures); participate in staff meetings and professional development; uphold student safety and confidentiality; support the classical education model and the vision and mission of Cecil Classical Charter School.

D. Teacher Program and Related Duties

Teachers' hours and duties are referenced in Part C.1.A. and C.1.C.; if teachers serve as an advisor for a student group; volunteer to do after school tutoring, coaching or any duty outside of their negotiated contract, scheduled hours may be adjusted to accommodate those duties and supplanted with substitutes or additional funding will be allocated in accordance with the contract.

E. Volunteers

CCCS values and welcomes volunteers, recognizing their important role in enhancing student achievement and enriching the school community. The dedication and impact of volunteers will be greatly appreciated by both students and staff. Volunteers may serve in various capacities, including classroom helpers, chaperones, tutors, mentors, club leaders, guest speakers, readers, presenters and much more.

Volunteers must complete orientation prior to the delivery of services specifically for Tier three and above. Orientation will include training commensurate to the needs of the specific volunteer program and in accordance with county and school guidelines. All volunteers must be processed through the sex offender registry prior to being accepted. Anyone on that registry will not be permitted to volunteer at any Tier. Those providing volunteer services for Tier III or IV will also be required to attend mandated reporter training and submit to a background check every two years.

CCCS will follow the CCPS School Volunteer Aides guidelines and procedures included in policy IICC-RA, which categorizes

volunteers into four levels.

- **Tier I Volunteers** work under the direct supervision of a CCCS staff member at all times. This category includes events such as a dance chaperone, fitness day aide, career day, fun fairs, presenters, readers, event ticket collectors, and concession operators or any event that is a one-day activity. The sex offender registry must be verified.
- **Tier II Volunteers** may work with limited controlled access to students. Examples include classroom helpers, tutors, and field trip chaperones.
- **Tier III Volunteers** may work with direct supervision of CCCS staff. Examples include overnight supervision for band, chorus, club or team trips.
- **TIER IV Volunteers** would include individuals who assist on a recurring or regular basis. Examples would include classroom aides, teacher assistants, coaches, advisors and mentors.

By fostering strong partnerships with staff, families, and volunteers, CCCS will build a thriving educational community where all members play a role in shaping student success.

F. Personnel and Accountability Plan

CCCS will implement a comprehensive, equitable, and job-specific personnel evaluation system that aligns every staff member's responsibilities with the school's mission, student learning outcomes, regulatory requirements, and continuous professional growth. **The system** will be growth-oriented, data-driven, legally compliant, and **transparent to** staff and stakeholders. All evaluation policies, schedules, rubrics, **and** appeals procedures will follow Cecil County Public Schools policies **and will** align with all negotiated agreements. This comprehensive personnel appraisal and accountability plan ensures consistent, objective **evaluation** across all staff roles, promotes continual professional growth, **protects student outcomes and legal compliance, and provides the board and community with transparent performance data to support strong school operations.**

The evaluation philosophy will also include four core principles:

- **Mission Alignment** – measuring how staff performance advances student learning, CCCS school culture and operational effectiveness.
- **Fairness and transparency** – All staff receive clear job aligned rubrics, published timelines and documented evidence used in ratings.

- **Growth and development** – The system emphasizes coaching, targeted professional learning and individualized professional growth plans for staff needing support.
- **Data and compliance** - Multiple measures will be used to determine ratings while ensuring adherence to state and federal employment and special education regulations. Those measures will include observations, student growth data, task metrics, and stakeholder feedback.

Rubric and weightings for instructional staff will include instructional practice, student growth and outcomes, professional responsibilities and collaboration, classroom culture and student engagement, and family communication. The weights will be determined by formal observations with a pre-conference and post conference including any required plan of correction; informal walkthroughs annually by instructional leaders focused on targeted areas to look for; student growth measures using teacher specific SMART goals tied to student outcomes; stakeholder feedback related based on parent surveys and professional development; peer observation with debriefing.

School Leadership (ex. principal or instructional coach) evaluations will weigh instructional leadership and teacher development, school performance and student outcomes, operational management and compliance, family and community engagement, staff retention and support of our classical culture. Measures will include quarterly leadership walkthroughs and observations by the executive director or Board designee; annual anonymous feedback from teachers, staff, Board members and stakeholders; evidence of operational compliance for state reporting and budget adherence; progress on schoolwide goals; semester goal reviews and annual summative

Operational and Support Staff (office staff, bookkeeper, custodial, maintenance, food services coordinators, IT) evaluations will weigh job performance and task completion, reliability and attendance, compliance and safety, teamwork and communication, initiative and problem solving. Measures will include quarterly performance check-ins and documented spot check observations. The annual evaluation will be tied to objective metrics (e.g., payroll and reconciliation timeliness, facilities inspection scores, accuracy of student records, etc.) and stakeholder feedback from staff, families, students, peers and the community.

For paraprofessionals and teacher aides, the focus will be on student supervision, instructional support, behavior management, documentation, and teacher collaboration. The measures used will include monthly informal observations, feedback from supervising teachers, and demonstration of professional development completion.

G. Evidence of Meetings and Conversations With Bargaining Units

Members of the Board of Directors, Donna Culberson and Norma Carey, met with Lori Hrinko, Danielle Slater and Denise Beattie, the UniServe Director of MSEA Monday, April 20, 2026 for 90 minutes to discuss the negotiated contracts for both CCCTA and CESP. Board members now have copies of both Negotiated Agreements. The CESP agreement is valid through June 30, 2028; the CCCTA agreement is valid through June 30, 2027.

Wednesday, April 22, 2026, Board members Donna Culberson, Norma Carey and Tabitha Bathgate met with Erick Brown, the President of the Administrators and Supervisors Association (CCPSASA) at his office for one hour. All Board members now have a copy of that negotiated agreement that expires June 30, 2026.

All leaders of their respective unions were helpful, sharing where to find information within the agreements and areas they felt were extremely important. Those areas are all addressed in this application. CCCS fully intends to abide by all union agreements and is aware of the requirements necessary to request any amendments to any of the negotiated contracts.

a. Amendments to Negotiations

At the time of submission of this application, CCCS has submitted no amendments to the negotiated agreements for CCCTA, CESP, and CCPSASA. CCCS reserves the right to submit amendments to any of the negotiated agreements at a later date, should the need arise.

C.2. Human Resource Information

A. Recruitment, Employment, and Retention

At CCCS, school staff will be the foundation of a successful learning environment. CCCS is committed to fostering a culture where educators lead, innovate, and collaborate in ways that directly support the school's mission. To attract and retain dedicated professionals,

CCCS will position staff roles in rewarding, sustainable, and long-term careers. To ensure the highest level of student success, CCCS will invest in professional development, providing educators with the resources and training needed to enhance their expertise. Recruitment efforts for both instructional and non-instructional staff will be led by the CCCS Executive Director and the Principal.

All teachers, administrators, and support staff at CCCS will be employed by CCPS and governed by the appropriate bargaining agreements. CCCS will work closely with CCPS to ensure all educational staff meet state and federal requirements to be classified as "Highly Qualified" under the No Child Left Behind Act. CCCS will prioritize hiring teachers who are certified in their designated fields, hold at least a bachelor's degree from a regionally accredited institution, and possess a valid Standard Professional Certificate, Advanced Professional Certificate, or Resident Teacher Certificate in their subject area. Preferred qualifications include prior experience in CCPS elementary and middle schools, charter schools, and a willingness to collaborate with colleagues, families, and the community. Candidates who embrace the classical education model and demonstrate a passion for innovative teaching will be highly valued.

For support staff, the nurse for CCCS will be an RN and CCCS will use the CCPS PRN nursing pool to obtain a substitute when necessary. CCCS will employ one custodian for every 18,000 square feet of building space utilized. The maintenance person will have at a minimum, a stationary license 2 in order to be able to provide boiler service.

In conjunction with CCPS, CCCS is responsible for the recruitment, interviewing and selection of school leadership staff, including the Principal and Executive Director. Selected applicants will be recommended to CCPS for hiring approval. The Board of Directors and CCCS administration are responsible for the success of the charter school, and it is important that all selected school staff are dedicated to the Classical education model and the mission and vision of the school.

1. **Standard for Recruiting, Hiring, Training and Retaining Staff**

To attract aligned candidates, the CCCS website will serve as a central source for communicating the school's mission, vision, and unique working environment. Job descriptions for all positions will be posted, even when no vacancies are available, allowing prospective candidates to explore opportunities and envision a future at CCCS. A dedicated link will invite interested individuals to express their interest and optionally schedule a tour. CCCS will maintain a list of interested candidates and reach out when relevant positions become available.

CCCS will adhere to all CCPS personnel policies regarding credential and employment verification and state and federal background checks. These policies also outline terms of employment, compensation, due process rights, and complaint procedures. Additionally, CCCS will establish clear expectations for employee performance and conduct them in alignment with Cecil County Board of Education policies.

Teachers at CCCS will be evaluated under the same standards used by CCPS while recognizing the unique nature of classical education classrooms. To ensure educators have the tools they need to succeed, CCCS will invest in essential materials, resources, and continuous professional development through structured training, early dismissal days for additional lesson planning, professional development and collaborative learning experiences. As integral contributors to this innovative classical school model, educators will find fulfillment in being part of the CCCS community.

To retain talented teachers and staff, CCCS will cultivate a supportive, collaborative, and growth-oriented work environment. This commitment includes offering competitive compensation and benefits, providing ongoing professional development tailored to individual goals, and ensuring manageable workloads to prevent burnout. CCCS leadership will prioritize open communication, regularly recognize and celebrate achievements, and actively involve staff in decision-making processes to strengthen their sense of ownership and purpose. By fostering a positive school culture where educators feel valued, respected, and empowered, CCCS will promote long-term commitment and reduce staff turnover.

2. **Applitrack**

The Executive Director, Principal and Lead Secretary will access this application used by CCPS to advertise for staff positions.

CCCS reserves the right to use an alternative application in the future should they decide to do so.

3. **Employee Verification**

The Principal of CCCS or the lead secretary will be responsible for verifying prior work experience and education certifications. CCPS may use PowerSchool Professional Services to verify teachers educational background and employment history; if so, CCCS will use the same application to access secure records portals that will provide teacher personnel files and certification records.

State educator/licensure portals through the Maryland State Department of Education Educator Licensure & Certification Portal also exist to verify teacher certificates and renewal status.

CCCS will comply with all legal requirements, state educator-licensure rules, and Maryland privacy and record laws while attempting to verify employment and educational records of potential teachers. CCCS will also implement clear charter policies related to those who have access to such records and the need to obtain a signed release prior to accessing the records as required by law.

4. **Retaining Staff**

Cecil Classical Charter School is prepared to offer staff a strong school culture built on respect, transparency and community. Our Virtues and Values will be incorporated into everything we do creating an environment conducive to teaching and learning. CCCS will be intentional when hiring staff to ensure mission alignment and thoroughly emphasizing our classical philosophy and routines when onboarding.

CCCS will offer competitive salaries aligned with CCPS scales and cost of living with clear salary levels and predictable salary increases, and step adjustments. Staff will have a robust benefits package aligned with that of CCPS which will also include stipends for advanced

degrees and certifications.

Professional growth aligned with the classical education model, will be provided including professional development related to the trivium, Socratic dialogue and classical languages and etymology. CCCS also believes in growing from within, so professional staff will have opportunities for leader roles, instructional coaches, and curriculum leads focused on classical education. Tuition assistance and conference stipends may also be available for classical education conferences. Teachers will also be recognized and celebrated for mastering classical education practices and improving student outcomes.

To some degree, teachers will have autonomy once trust is built, to make curricular decisions within the classical framework. Instructional staff will receive regular coaching that is supportive and non-evaluative, and teachers will have the opportunity to use appropriate materials and resources in their classrooms that align with the classical education model. CCCS has built in planning time, reduced non-instructional duties and protected weekly collaboration hours.

Classrooms will not exceed 20 students making it very manageable for the teacher who will also have a paraprofessional, if needed, or a volunteer/teach aide. The goal of CCCS is to allow teachers to do what they do best – teach – and not have to deal with discipline issues on a regular basis. Removing distractions and disruptions will benefit the teacher and his/her students, allowing for better outcomes.

Most importantly, teachers will have a seat at the table. They will be included in curriculum decision and planning for the future of the CCCS. The Board of Directors is enforcing an open-door policy between all staff and Board members. The staff at CCCS are the most important piece of the operation and the success of CCCS depends on every one of them. We will create a community of trust, support, growth and success that will foster a pleasant and beneficial work environment for staff and students.

5. Employee Discipline, Investigation and Grievance Procedures

Cecil Classical Charter School will ensure fair, consistent, and timely handling of disciplinary matters, investigations, and employee grievances at the school. The school is committed to maintaining a

safe, respectful workplace that upholds its mission and vision, and complies with Maryland law.

The following stepwise process will be implemented to address misconduct, performance concerns, and employee complaints while protecting due process, confidentiality, and non-retaliation.

During the investigation phase allegations may be reported by submitting oral or written complaints to the employee's supervisor, the Principal or the Executive Director. Emergency safety concerns should be reported immediately. The assigned HR designee will conduct an initial review to determine if an investigation is warranted. If warranted, a neutral party, either internal or external, will gather all relevant evidence, interview the complainant, the respondent, any witnesses and review all the information. As needed, CCCS may implement interim actions such as reassignment, administrative leave or modified duties, to protect individuals and the integrity of the investigation. CCCS will restrict information to those on a legitimate need-to-know basis.

For performance or conduct issues, CCCS will implement a progressive discipline which could include verbal counseling, a written warning, a performance improvement plan, suspension, or termination unless the misconduct warrants immediate corrective action. All disciplinary actions must be documented in the employees' personnel files with clear performance expectations and timelines for improvement.

Discipline will comply with contractual, statutory, and charter obligations including collective bargaining agreements where applicable and with Maryland employment and education statutes.

Employees may file a grievance in writing to their supervisor or HR designee within a specified timeframe within 14 calendar days after the incident. The following illustrates the steps that must be followed to process the grievance.

- Step 1 — Supervisor review: The supervisor will attempt to find an informal resolution within 7 business days and documents the outcome.**
- Step 2 — Formal HR review: If unresolved, the employee may**

escalate to the Principal or the Executive Director for a formal review. CCCS leadership will investigate and issue a written decision within 14 business days.

- **Step 3 — Appeal to Board:** If still unresolved, the employee may appeal in writing to the Board of Directors. The Board will review documents and issue a final decision within a reasonable timeframe.
- **External remedies:** The grievance procedure does not restrict employees from pursuing external remedies under state or federal law.

CCCS prohibits retaliation against individuals who report misconduct, participate in investigations, or file grievances. Retaliatory acts will be subject to disciplinary action.

CCCS will maintain records of complaints, investigations, findings, and disciplinary actions in secure personnel files, retaining them per school policy and Maryland records requirements. Standard timelines for each step should be defined in the full policy to ensure prompt resolution.

CCCS supervisors and leadership will receive training in investigation best practices, legal obligations, and unbiased decision-making. Employees will be provided with access to the full policy and procedures during onboarding and via the employee handbook.

This process has not been formally written into policy or approved by the Board of Directors. CCCS requests the right to alter the policy to comply with CCPS or to request a waiver at a later date.

6. Accommodations for ADA Hires and Returning Staff

CCCS intends to ensure equitable access to employment by providing reasonable accommodations for qualified applicants, new hires, and employees returning from approved leave who request accommodations for known physical or mental limitations consistent with the Americans with Disabilities Act (ADA) and applicable Maryland law.

Requests may be made verbally or in writing to the hiring representative. Request forms will be provided, and the HR designee will acknowledge receipt and log the request. The Principal or

Executive Director and the supervisor will engage in a timely, individualized interactive process with the applicant to identify limitations and effective reasonable accommodations.

The school may request medical documentation that is job-related and consistent with business necessity when disability or need is not obvious; documentation requests will be limited and handled confidentially. CCCS will respond to accommodation requests promptly and implement feasible interim measures where appropriate while documentation or long-term arrangements are finalized. Decisions and accommodations will be communicated in writing within expected timelines.

Accommodations may include modified duties or schedules, assistive technology, workspace modifications, ergonomic equipment, accessible parking, leave as a reasonable accommodation when appropriate, or reassignment to a vacant position if qualified.

New Hires

For new hires, a conditional job offer may be extended and followed by a limited medical inquiry or accommodations discussion **only after** the offer is made, consistent with ADA rules. The school will **not** withdraw an offer or take adverse action without assessing **whether** reasonable accommodations would enable job performance.

Return from Approved Leave

Employees returning from approved medical or other leave **who** indicate a disability-related need will be routed to the Principal for reassessment of work restrictions and accommodation needs **prior** to return. The Principal will coordinate with the supervisor **to adjust** duties, scheduled, or workplace supports to facilitate a safe **and effective return; temporary transitional duties may be arranged. If required, fitness-for-duty or cleared-for-work documentation may be requested in compliance with law and job-related necessities.**

Confidentiality & Non-Retaliation

Medical information and accommodation records are maintained separately and confidentially.

Retaliation for requesting accommodations or participating in the

process is prohibited and subject to disciplinary action.

Appeals & External Remedies

Employees may appeal accommodation decisions to HR or submit a grievance under school procedures; external remedies (EEOC, Maryland agencies) remain available.

The Board of Directors was unable to locate the CCPS policies related to these topics. This process has not been included in any CCCS policy nor has it been approved by the Board of Directors. CCCS requests the right to conform to CCPS policies once located and reviewed or to continue to create a policy based on this information once approved. A waiver will be submitted if necessary.

7. Employment Separations

CCCS will provide a clear and consistent procedure for employee terminations, resignations, retirements, and other separations to ensure legal compliance, protect student safety, preserve records, and support orderly transitions.

Resignations

This process applies to all employees of CCCS, including full-time, part-time, temporary, and contract staff.

Employees are asked to provide written notice (30 days for **certified** staff; 14 days for all other staff) to their supervisor and the **Principal or** HR designee. The Principal or HR designee acknowledges receipt, documents the effective date, and initiates the offboarding **process**. The supervisor arranges knowledge transfer, final lesson plans, and reassignments. An exit interview is conducted prior to the **employee's** departure.

Retirements

Employees planning retirement are to notify the supervisor and HR designee as early as possible, preferably 90 days, to facilitate succession planning and benefits counseling. The HR designee will provide retirement benefits information, final compensation calculations, and will process any retirement-related paperwork. CCCS will coordinate phased transitions or temporary coverage where feasible and appropriate.

Terminations

Employment may be at-will or governed by collective bargaining agreements; terminations for cause follow documented discipline procedures and due process.

Prior to termination for misconduct, the Principal or HR designee will complete the required investigations and document findings; **immediate removal may occur in safety-sensitive situations.**

Termination decisions are reviewed by the Principal and school leadership; written notice provided per contract and applicable law. Final wage payments, accrued leave payout (per policy/state law), and benefits COBRA/continuation information are provided in compliance with Maryland requirements.

Layoffs & Reductions in Force

In reductions, CCCS will use objective criteria (seniority, certification, and program needs) and provide timely notice to affected employees.

*The Board of Directors was unable to locate the CCPS policies **related to** these topics. This process has not been included in any CCCS **policy nor** has it been approved by the Board of Directors. CCCS **requests the right** to conform to CCPS policies once located and reviewed or to **continue to** create a policy based on this information once approved. A **waiver will** be submitted if necessary.*

8. Workplace Injuries

In the event of a workplace injury, immediate care is to be **provided or** call emergency services for serious injuries. Employees or **supervisor** must report injuries to Principal immediately and complete **an incident report within 24 hours.** **The employee is to be referred to the designated workers' compensation provider or approved medical center per school policy and state requirements.** The Principal or HR designee must document the incident details, treatment, and any work restrictions; maintaining confidential records separately.

9. Workman's' Compensation Process

The HR designee is required to file the required workman's compensation forms with the insurer and Maryland agencies promptly

and inform the employee of rights and benefits. The injured employee is to be kept informed about claim status, benefits, and return to work options. If restrictions are required in order for the employee to return to work, the Principal must identify temporary or permanent accommodations consistent with the medical restrictions.

CCCS will use the CCPS systems, TimeClock Plus and Frontline Absence Management, to identify substitutes when a staff shortage arises due to a work-related injury.

10. Employee Shortages

As noted above, CCCS will be using Frontline Absence Management and TimeClock Plus when employee shortages occur in the building. The HR designee will be responsible for managing the absences.

11. Retired Employee's

CCCS will develop a clear rehire-of-retiree policy within the hiring materials stating Maryland State Retirement Agency's (MSRA) limits apply and rehired retirees must notify the HR designee of their retirement status and retirement system membership. Applicants must disclose their retirement date, retirement system, and current retirement benefit status at the time of application. The Principal or HR designee must verify the retiree's status and relevant MSRA rules related to earning caps, mandatory suspension periods as well as any other pertinent information, by checking MSRA guidance or contacting MSRA when unsure. Written confirmation must be obtained from the retiree of benefits they are receiving. CCCS must determine whether the position applied for is allowable under MSRA rules and whether the duties and schedule would trigger suspension or benefit offsets. The Executive Director or designee must provide written pre-approval prior to hiring a retiree.

12. Substitutes

CCCS intends to use the substitute teacher system used by CCPS. (Frontline Absence Management or AESOP)

13. Mid-Year Staffing Changes

When a vacancy or role change occurs due to resignation, termination, leave or reassignment, the supervisor must notify the Principal or

Executive Director immediately. Leadership will assess the short-term impact on classes and programs, certification needs, and required timelines for a replacement. If a permanent certified replacement can not be hired timely, CCCS will use the substitute teacher system to find a vetted substitute or combine the two classes and deploy qualified paraprofessionals to work with the teacher to provide temporary coverage.

B. Payroll and Benefits

Cecil Classical Charter School will process payroll in full compliance with Cecil County Public Schools (CCPS) procedures and applicable negotiated collective bargaining agreements, ensuring accurate, timely, and legally compliant compensation for regular salaries, benefits, and supplemental activities. CCCS will utilize the applications used by CCPS to capture payroll information (Tyler Munis). The CCCS Bookkeeper will be responsible for entering all required payroll data into Tyler Munis for our staff; and Frontline Absence Management to record staff absences for teachers, paras, nurses and custodians. Frontline will also be used to secure substitutes for teachers, paras, nurses and custodial staff. TimeClock Plus will be used to record all other employee absences; and to report timesheets for any events worked outside of regular duty hours. Prior to opening, the CCCS Bookkeeper will receive training on these applications by CCPS to allow for execution of payroll operations. CCCS will maintain alignment with all CCPS payroll practices including but not limited to monitoring and reporting employee leave; and adhering to court ordered garnishments and levies by entering in Tyler Muis or notifying the proper personnel within CCPS payroll department. The Bookkeeper at CCCS will serve as the primary payroll contact with CCPS.

All staff at CCCS are employees of Cecil County Public Schools, therefore CCPS will be responsible for processing payroll for the charter school. CCCS will adopt pay cycles, calendar, and processing deadlines as established by CCPS. The CCCS Bookkeeper will publish the calendar with clear cutoff and approval deadlines for submission of payroll hours and supplemental services.

CCCS will mirror CCPS' rate tables and methodologies for base pay and supplemental compensation to ensure consistency with CCPS practice and bargaining-unit expectations.

The CCCS Lead Secretary will maintain copies of all personnel records in accordance with CCPS policies and Federal, State and Local regulations. CCCS will maintain current copies of all relevant negotiated agreements and contractual pay provisions to ensure adherence to all contract stipulations.

A payroll operations manual will document procedures and reference negotiated agreement articles, payment processing procedures and payroll reporting requirements. CCCS payroll will be managed in a secure, role-based payroll system with audit tracking, encryption, backups, and separation of duties between data entry, authorization, and reconciliation. Any data exchange with CCPS systems will be coordinated with appropriate data protection measures to meet FERPA and other privacy obligations.

All salary and supplemental payment requests outside of routine work schedules will require prior authorization from the Principal who is responsible for confirming appropriate funding is available within the approved budget. Grant-funded supplementals will comply with grant terms retention requirements.

C. Certification

CCCS will comply with all certification requirements for all staff as dictated by CCPS policy and Federal, State and Local laws.

Teachers at CCCS must have at least a baccalaureate degree. ESL/Bilingual and Special education instructors must also have completed an approved teacher preparation program that specialized in special education; have a Maryland Standard Professional Certificate or an initial or advanced Professional Certificate with a special education endorsement that is grade specific; pass the required state approved tests for special education and basic skills; completed supervised clinical or student teaching in special education; and complied with all testing, endorsements, career programs required by CCPS and the MSDE.

When CCCS employs food service staff (cafeteria managers), they will be required to have the following certifications.

- Certified Food Protection Manager (CFPM)
- Food Manager certification (ServSafe).

Food Handlers will be required to comply with the Cecil County Health Departments requirements.

Maintenance and custodial staff employed with CCCS are not required to have any professional certificate. However, certifications that would be helpful include:

- Asbestos awareness and management or contractor credentials as required by State regulations.
- Hazardous chemical handling (Hazcom) and safe use of cleaning chemicals. This also requires management of MSDE sheets for all products in the school containing chemicals of any kind, for both interior and exterior use.
- Bloodborne pathogens, PPE, and OSHA required training.
- Equipment specific certifications include certification for boiler operations. If CCCS chooses to handle pest control in-house, any employees designated to apply pesticides must have a pest control applicator license as required by Maryland and/or county regulations.
- Lift/fall protection training will be required for any elevated work.
- OSHA required training

School nurses are required to possess a registered nurse license; a school nurse endorsement per Maryland State Department of Education. CCCS nurses will also be required to maintain continuing education courses as required by law.

Initially, CCCS does not intend to offer bus transportation for students. Should CCCS engage in transportation later, bus drivers will be required to have a CDL with school bus endorsements, a medical certification and complete background checks. All training and renewal policies will comply with CCPS' policies and procedures.

Any security services provided by CCCS will require State and local security or police certifications depending on the duties.

All school employees at CCCS are required to complete background checks and FBI fingerprinting. Staff are required to take mandatory reporter training in the event a child is suspected of being abused; CPR, First aid and AE training; and any other training required CCPS or MSDE.

D. Records Management

CCCS will comply with the policies defined by CCPS regarding classification, retention, protection, access, and disposition of human resources records in compliance with Maryland law, applicable collective bargaining agreements, and best practices, ensuring personnel privacy, legal compliance, and

operational continuity.

Payroll records, time records, supplemental authorization forms, and payroll registers will be retained in accordance with Maryland retention requirements and CCPS' policies. Internal procedures for CCCS will be defined as necessary to comply with payroll reporting to CCPS. All electronic and written payroll documents will be maintained in secure backups and storage cabinets for audit purposes.

Compliance with CCPS policies and Maryland law applies to all HR records created, received or maintained by CCCS, in any medium, including but not limited to employment applications, hiring documents, contracts, personnel files, performance evaluations, discipline records, time and attendance records, payroll and benefits records, medical and leave records, background checks, certification and licensure, professional development, unemployment and workers' compensation records, resignations/terminations, and union and collective bargaining documentation. Personnel recordkeeping will comply with Maryland statutes and State Archivist guidance for retention and disposition, applicable federal laws (e.g., FLSA, FMLA, ADA, HIPAA as it applies to medical records, and Title VII), and negotiated collective bargaining agreements. The Human Resources function will maintain current copies of statutes and relevant contract language and consult legal counsel or the State Records Officer when retention or disposition questions arise.

The Board of Directors or designee of CCCS will be responsible for approving the records management procedures and retention schedule and ensures resources for compliance. The Executive Director and Principal will be accountable for records management and enforcement of policy. A designated CCCS employee will be responsible for maintaining personnel files, processing hiring and separations, managing access controls, and ensures accurate, timely record creation and filing. This designee will also maintain the retention schedule, coordinating secure storage, authorizing disposition, responding to record requests of personnel files and ensuring legal compliance. Supervisors will submit required documentation (evaluations, disciplinary notices, time/attendance) to payroll promptly and protect confidential records in their possession. Staff will provide accurate employment documentation and follow procedures for personnel record requests.

E. Contact Information

The Principal will be the primary contact for recruitment, hiring and terminations along with the Executive Director. The Principal and the Lead Secretary will handle all HR related duties while the Bookkeeper will handle all payroll related reporting. CCCS will share those contacts names, phone numbers and email addresses once those positions are filled.

- ii. Recruitment and Retention
- iii. Investigations
- iv. Integrated Leave Management
- v. Payroll
- vi. Benefits
- vii. Retirement
- viii. Substitutes
- ix. Teacher, Administrator & Paraprofessional Certification
- x. Employee Records

C.3. School Facilities

A. Location or Options

Cecil Classical Charter School (CCCS) has identified a highly suitable, existing educational facility for its operations. The identified site is currently serving as an active middle school, is centrally located within the county and is scheduled to become vacant in early 2027. Because the facility is currently housing students within a traditional public-school setting, the building's footprint, classroom dimensions, and core infrastructure are inherently designed to support a safe and effective learning environment tailored to the developmental needs of our student population. Board members of CCCS have toured other potential buildings as alternative options, but those locations are not centrally located, potentially out of our price range for monthly rent and don't have the space or grounds we are hoping to obtain.

Board members, Tabitha Bathgate, Kelly Sengstock, Donna Culberson and Norma Carey along with two contractors, toured the North East Middle school with CCPS staff Wednesday, April 29th. While there is significant potential for major equipment replacement, roof replacement and a new oil tank, along with a need for kitchen equipment, the Board feels this building is currently the best fit for the charter school at this time.

Suitability, Renovation and Compliance

To ensure the existing school building meets all state and local standards, CCCS will conduct a comprehensive series of professional inspections upon acquisition. These inspections will confirm that the building meets or exceeds all Maryland Department of General Services (DGS) and Maryland State Department of Education (MSDE) health and safety regulations.

Based on prior inspections and documents submitted to County Government before approval of the new school building, the CCCS Board believes the existing school building to be in good standing, requiring minor repairs and cosmetic updates rather than a major overhaul. Grant funding has been allocated to make repairs to an old boiler and HVAC system as needed. Funds are also allocated within the grant request to make any necessary repairs to the roof of the existing school building.

Some modifications will be necessary to accommodate a makerspace that is planned for the school. In addition, CCCS intends to install a small outdoor greenhouse, add a playground and modify some outdoor space to accommodate outdoor projects and class time as weather permits. All of these projects are included in the grant funding request submitted in March. If funding is not received or not received at the requested amount, alternate plans will be developed, and these areas will be phased in as funding allows.

B. Partnerships Towards the Acquisition of a School Building

CCCS has identified the existing school building located at 200 E. Cecil Ave, North East, MD 21901. It is our understanding that the Cecil County Government has already informed the town of North East that this building will be transferred to them once the students have relocated to the new school building in North East.

The Board of Directors of CCCS have had two meetings with the Mayor and Town Administrators to discuss the building and the possibility of CCCS utilizing it. In this arrangement, CCCS would assume full responsibility for maintenance and upkeep in exchange for a nominal rent of \$1 per month.

Additionally, board members met with the County Executive and the County Administrator to discuss the North East school building, aiming to

secure their approval to occupy it once it is vacated. Both members of the County Administration expressed their support for our plan regarding the building and were fully in favor of the charter school.

C. Financial Plans

Our pre-opening plan accounts for the following targeted improvements to the existing school building. These costs were built into a grant application that has been submitted and is pending approval.

- **Safety and Health:** Rigorous testing of fire suppression systems, alarms, and water quality to ensure 100% compliance with Maryland COMAR regulations.
- **Infrastructure Maintenance:** Necessary roof patching and routine servicing of the HVAC and boiler systems to ensure long-term operational efficiency and climate control.
- **Educational Environment:** Minor cosmetic repairs, including fresh paint and flooring updates, to align the physical space with our classical aesthetic and create a focused, "joyful" scholarly atmosphere. The anticipated transition from CCPS, which is the current tenant, to CCCS will occur in April or May 2027. This will allow for a dedicated renovation window with all required repairs and inspections completed before any final necessary approvals for occupancy. This will ensure the school is fully compliant with all Federal, State, and local regulations before the first day of staff professional development. By utilizing a building already zoned and outfitted for education, CCCS significantly reduces the risks associated with zoning delays and major structural conversions, allowing the Board to remain focused on academic excellence from day one.

D. Ownership or Lease

As stated in C.3.B., CCCS would be leasing the building from the Town of North East. It is possible that Cecil County Government could decide to turn the building over to CCCS should the Town of North East agree to do so. It is also possible that CCPS would retain the building and CCCS be granted access to the building at no cost to CCPS, with no rent or lease payment due to CCPS. In any of the potential situations, the intent is for CCCS to assume responsibility for the maintenance and upkeep of the North East Middle School building.

E. Ownership and Inventory Control of Materials and Equipment

Our school will use a transparent, cost-effective, and policy-driven procurement process to acquire all pre-start-up and ongoing instructional materials, classroom and office furniture, cafeteria furnishings, curriculum/textbooks, technology, and operational equipment. Purchases will align to the approved budget (including awarded grant funds), support instructional priorities, meet safety and accessibility standards, and ensure timely readiness for opening and sustained operations.

The Executive Director and the Principal of CCCS have procurement authority as dictated by the CCCS Procurement Policy. Day-to-day purchase is managed by the Bookkeeper in coordination with the Supervisors and Administrative staff. The CCCS Bookkeeper will use a purchase order system to encumber funds before ordering and to prevent budget overruns. The Boards Finance Committee provides policy and procedure oversight and is responsible for approving purchases in accordance with the procurement policy. Please see EXHIBIT 11

All CCCS purchases will follow the Procurement Policy included in this application, which requires competitive solicitation, conflict-of-interest disclosure, adherence to procurement thresholds, vendor vetting, and documentation retention for audit. All procurement complies with state procurement law, grant conditions, and federal requirements when federal funds are used.

Curriculum and instructional leaders will create a prioritized material list tied to CCCS's curriculum, scheduling and pacing guides. The initial pre-start list, which will be funded by the submitted grant request, includes core curriculum, textbooks and workbooks, assessment materials, classroom libraries, teacher resources, manipulatives, lab/STEAM kits, art supplies, PE equipment, furniture for K-8 classrooms, cafeteria tables and chairs, office furniture, nurse equipment and supplies, and essential safety/health supplies.

The technology needs of CCCS were determined based on the school classical model, which limits chrome books to the library computer lab; and minimal assistive devices to be used for students who require the technology as part of their IEP are included in the grant request. Desktops, laptops and local printers for teachers, support staff and

administration; network infrastructure which includes Wi-Fi access points, switches and server/cloud services; interactive displays or projectors, secure student management hardware and communication devices interactive displays or projectors; secure student management hardware, and communication devices (walkie-talkie radios) prioritized for safety and operations are all included in the grant request.

The facilities and operation needs include custodial equipment and supplies, maintenance tools and supplies, security cameras and entry controls, all of which are included in the grant application request.

Where appropriate, CCCS may use state or national cooperative **contracts**, educational purchasing cooperatives or competitive purchasing **contracts** initiated by CCPS to gain volume discounts while ensuring **transparency** and best value. CCCS will always prefer to use local vendors **who have the** ability to service the equipment timely. CCCS will also make an **effort to** engage in extended warranties and vendor service agreements **when** economically advantageous for mission-critical items.

Pre-start grant funds will be allocated strictly for approved pre-**opening** line items (furniture, curriculum, technology, initial supplies) as **detailed in** the grant application submitted by CCCS. All grant expenditures **will be** documented with invoices, purchase orders, delivery receipts, **and grant** reporting records as required by the funding source and in **accordance** with all funding regulations and laws.

CCCS will tag all assets to include furniture, technology, and **equipment** above the capitalization threshold. Those items will be entered **into a** fixed-asset register with purchase date, cost, location, warranty, **and** expected useful life. The register supports audits, insurance, and disposition planning.

Dual-signature approvals for purchases above a defined threshold, segregation of duties between requestors, approvers, and payers, and monthly reconciliation of expenditures to budget by the bookkeeper will be completed in accordance with CCCS policies and procedures.

CCCS receiving procedures will require that all deliveries be inspected upon receipt for quantity, condition, and compliance with specifications on the purchase order. Any damages or discrepancies are to be

documented on the purchase order and reported to the vendor for remediation.

Furniture and technology installations are being scheduled with sufficient time to allow classroom readiness prior to CCCS opening. Technology installations will include network configuration, readiness of all operating systems needed for data tracking, financial reporting, payroll submission, and routine office tasks. CCCS will also prioritize the installation and configurations of any additional security systems that may be required. CCCS will perform testing of all technology installations and equipment to ensure functionality prior to final payments. CCCS will also require vendor training and documentation for all equipment during the installation process.

CCCS will implement an inventory system for all assets. All capitalized assets will be tracked in the fixed-asset register. Consumable supplies will be inventoried monthly and restock thresholds will be set to ensure uninterrupted instructional time and day-to-day business operations.

For key equipment (kitchen, HVAC, critical IT infrastructure), CCCS will secure maintenance contracts or service agreements and implement the timeline for scheduled service to ensure all equipment remains in good working condition and costs are predictable.

CCCS will implement a five-year technology replacement plan which will be budgeted incrementally on an annual basis for lifecycle replacement, with reserve funds or capital allocations planned in the annual operating budget.

CCCS values the input of the educational staff and will consult instructional leaders and teacher representatives to review curriculum, and classroom furniture needs to ensure instructional alignment and ergonomics. The educational staff must have the appropriate resources to meet their needs and the needs of the students. We want the educational spaces to be inviting, fun and enjoyable so students remain focused, engaged and eager to learn.

Community partnerships with other classical schools will allow CCCS to seek donated surplus furniture or discounted curriculum packages only when items meet safety and instructional standards and are approved through procurement policy, the Principal and the Board of Directors.

All expenditures, vendor contracts, and procurement documentation will be retained for audits and for grant compliance reporting. The Bookkeeper will provide quarterly procurement and expense reports to the Board and prepare required grant reimbursement documentation.

Our procurement plan provides a controlled, transparent, and instructionally driven approach to purchasing all pre-start and operational items. The plan ensures efficient use of grant funds, compliance with legal and grant requirements, asset stewardship, and timely readiness so classrooms, offices, cafeteria, and operational systems are fully equipped to support high-quality instruction from day one.

C.4. Finances

A. Financial Management and Internal Accounting Procedures

The internal bookkeeper at CCCS will manage day-to-day financial operations, including basic internal accounting, accounts receivable, and accounts payable. Specific duties include processing invoices, recording receipts and donations, reconciling bank deposits, maintaining accounts payable schedules, preparing payroll inputs for payroll processing, and ensuring timely payment of vendors in accordance with approved purchase orders and payment policies. The bookkeeper will maintain orderly accounting records, perform regular reconciliations (bank, credit card, and petty cash), and keep documentation for audit and grant compliance.

A contracted nonprofit accounting firm will provide higher-level accounting services: preparing monthly financial statements, performing monthly close adjustments, managing grant allocation accounting, preparing grant reports, and ensuring compliance with grant funders and regulatory requirements. The firm will also assist with monthly reconciliation review of bank accounts, prepare year-end financial close support, and audit preparation. The bookkeeper and the contracted firm will coordinate through defined workflows: the bookkeeper submits source documents and transaction summaries on a regular schedule; the firm performs monthly reviews, posts adjustments, and delivers financial

statements and grant reports to school leadership. Roles, access controls, and approval processes will be documented to maintain segregation of duties, financial controls, and clear lines of responsibility.

CCCS will use the same accounting software used by CCPS - Tyler Munis. All financial transactions processed through this accounting system will align with the Financial Reporting Manual for Maryland Public Schools and Maryland Blueprint requirements.

CCCS is operating on a fiscal year that runs from 7/1-6/30 cycle just as CCPS does. An independent audit will occur annually and be conducted by the accounting firm we choose to contract with once approved. Monthly and annual financial statements will be prepared and submitted to the Board of Directors for review by the accounting and finance vendor. Budgets will be prepared annually between a collaboration of the Board of Directors, the Executive Director and the Principal of CCCS with the finance and accounting vendor reviewing prior to finalization to ensure sustainability.

All financial records will be maintained at CCCS in file boxes organized by year accounts receivable, accounts payable, payroll, and financial reports. Grant funding reports and all required documents will be filed separately and organized by grant. All financial documents will be stocked in a locked storage room for a period of 7 years. Once records exceed the 7-year period, documents will be pulled and shredded. An electronic copy of all documents will also be stored on the network for easy access for audits.

All accounting functions will be in accordance with GAAP, state laws, regulations and the financial reporting requirements for Maryland Public Schools. Financial oversight will be the responsibility of the Executive Board and internal accounting procedures and controls will be based on best practices and defined by the contracted accounting firm.

B. Three Year Budget

See three-year proforma budget on page 155.

Assumptions made with this budget:

- 1. Special education allowance estimate is based on the per pupil allocation in the 5/4/2026 email from Ms. Sopa and the anticipated student enrollment for years 2 (280) and 3 (320).**
- 2. Other revenue is based on expectation of receiving grants**
- 3. In Y0, Y1 and Y2, CCCS is anticipating receipt of a \$2M grant for new charter school startup and pre-opening expenses. The grant will be funded in different amounts during that period. The \$1,759,384 reported in Y1 includes \$682,433 in grant funds that can be used from 7/1/26 through 6/30/26. That total is included in pre-opening expenses.**

CECIL CLASSICAL CHARTER SCHOOL
3 Year Proforma Budget

09/2027-06/2028 09/2028-06/2029 09/2029-06/2030

REVENUE	Year 1	Year 2	Year 3
CSP START-UP GRANT	1,759,384	240,616	
OTHER	150,000	150,000	150,000
BLUEPRINT			
STATE & COUNTY	3,893,312	4,711,551	5,622,038
REDUCTION TO SPED EXPENSE ALLOWANCE	(412,874)	(481,687)	(550,499)
STATE FUNDING			
THROUGH MSDE TRANSPORTATION-GENERAL	116,153	135,512	154,870
LOCAL FUNDING			
FUND RAISING	5,000	7,500	10,000
MISC REVENUE PER LEA	27,624	32,228	36,832
CECIL COUNTY GOVERNMENT PER LEA	34,500	40,250	46,000
CONTRIBUTIONS	5,000	7,500	10,000
GRANT - LOCAL	25,000	15,000	10,000
OTHER FINANCING SOURCES			
LINE OF CREDIT			
LOANS			
OTHER			
TOTAL REVENUE	5,603,099	4,858,470	5,489,241
EXPENDITURES	AMOUNT		
PROFESSIONAL SERVICES - LEGAL/CPA/AUDIT	27,200	15,000	5,000
CONTRACTED SERVICES	150,000	150,000	150,000
MARKETING	1,000	1,000	1,000
RECRUITMENT-STUDENTS & STAFF	5,000	3,000	3,000
POSTAGE	8,000	2,500	2,500
CURRICULUM	300,000	20,000	10,000
STAFF/BOARD DEVELOPMENT	40,000	10,000	10,000
STAFF REIMBURSEMENT	9,000	5,500	6,000
INFORMATION TECHNOLOGY	86,700	18,600	10,000
CAPITAL	300,000	75,000	50,000
PLAYGROUND EQUIPMENT	0	50,000	25,000
GREENHOUSE SUPPLIES	2,500	20,000	5,000
BUILDING REPAIRS	250,000	175,000	75,000
TRAVEL	15,000	10,000	10,000
LIBRARY	50,000	7,000	3,500
GYM	10,000	2,500	2,500
SUPPLIES & MATERIALS	34,644	15,000	15,000
INSURANCE	25,000	25,000	25,000
TRANSPORTATION	10,000	10,000	10,000
UTILITIES	82,021	83,000	83,000
SALARIES & BENEFITS	3,288,590	3,882,416	4,447,694
PRE-OPENING EXPENSES	682,433		
TOTAL EXPENDITURES	5,377,088	4,580,516	4,949,194
NET	226,011	277,954	540,047

C. Budget for Start-Up Expenses

CECIL CLASSICAL CHARTER SCHOOL
PRE-OPERATIONAL PROPOSED BUDGET

REVENUE	AMOUNT	SPECIFIC SOURCE
START-UP GRANT	2,000,000	Assuming CSP Grant from MAPCS is funded in full
OTHER	150,000	State Grant
BLUEPRINT		
STATE FUNDING		
LOCAL FUNDING		
FUND RAISING	10,000	
CONTRIBUTIONS	5,000	Private donations
GRANT	10,000	Assuming VLT grant allocation from County government
OTHER FINANCING SOURCES		
LINE OF CREDIT		
LOANS		
OTHER		
TOTAL REVENUE	2,175,000	
EXPENDITURES	AMOUNT	ASSUMPTIONS
LEGAL FEES	5,000	Estimate
MARKETING	1,000	Estimate for brochures, flyers and event fees;
RECRUITMENT-STUDENTS & STAFF	1,000	
CURRICULUM DEVELOPMENT *	300,000	Hillsdale textbooks K-5 @1200 p/student; additional supplemental textbooks as referenced in the supplemental materials section of the curriculum
STAFF/BOARD DEVELOPMENT *	40,000	1st year classical training; 10K each year thereafter
STAFF STIPENDS *	9,000	\$500 p/teacher for classroom needs for 1st year; \$250 each of the following years as funds allow
INFORMATION TECHNOLOGY *	66,000	Website, Quickbooks, domain & License fees, Chrome books, workstations, walkies, teacher laptops
CAPITAL *	375,000	Desks, chairs, tables, filing cabinets, Whiteboards; makerspace tools & supplies. Small Greenhouse, outdoor equipment for learning space and playground. Amount based on current prices from local suppliers. Assuming items for the makerspace can be purchased secondhand or donated in addition to grant funding.
CAPITAL REPAIRS TO BUILDING *	1,200,000	Potential repairs to HVAC and Boiler; potential repairs to existing walls, kitchen equipment and bathrooms
TRAVEL *	15,000	Estimate of stipends to cover expenses that would not be covered under Title II funding and per diem rates set by federal government for teacher education & professional development
LIBRARY *	50,000	Startup costs for books for 360 students based on midpoint figures from 5 references.
GYM *	40,000	Startup costs for gym supplies and equipment based on estimates calculated using several sources.
TOTAL EXPENDITURES	2,102,000	
NET	73,000	

D. Revenues and Planned Expenditures

Note: The budget included in this application is utilizing estimated calculations provided by CCPS; however, this does not constitute agreement with the per pupil allocations and we reserve the right to negotiate and pursue revised PPA in the future.

The CCCS Board of Directors is committed to providing a quality classical education to its students while ensuring the school's financial health and long-term viability. The budget model demonstrates CCCS will be able to operate its educational program, in alignment with its mission and vision, with revenues derived from the per pupil allocation (PPA) received from CCPS. Detailed budget assumptions of each budget category, both estimated revenues and expenses, are outlined in the following budget narrative.

Estimated Revenues

In the pre-operational startup year (Y0), when expenditures are **low**, revenues will be derived from donations, fundraising and grants. In the operational period, Year 1 through Year 5, the majority of revenues **will** be derived from the PPA received from CCPS and grant funding. The PPA amount used in the budget is based on preliminary numbers received from CCPS for students who fall into the following **categories**: \$9789.00 Foundation, \$7908.00 Comp Ed, and \$9327.00 MLL and \$12,368.00 Special Education less 2% administration fee from the **PPA**. Estimated PPA reductions to CCCS funding for a draft special Ed allowance is also included in the budget. All rates are based on **statute** citations for all target per-pupil funding for FYE 28-FYE 30.

Anticipated student demographics are based on percentage data obtained for Charlestown Elementary school which is a **comparable public school in the targeted area of CCCS**. Anticipated enrollment is 240 in Year 1 (Y1), 280 in Year 2 (Y2), 320 in Year 3 (Y3), 360 in Year 4 (Y4) and 5 (Y5).

Estimated Revenues Totals: \$832,433 Y0; \$4,920,666 in Y1; \$4,858,470 in Y2; \$39,388,140 in Y3-Y5. These projections include the PPA amounts noted on the Statute Citation from the Blueprint that includes projections through fiscal year end 2035. Also included in these projections is funding based on grant applications already submitted that will spread throughout all 3 years.

Estimated Expenses

Estimated expenses are based on cost projections which were obtained from various vendors during research and pricing investigations.

All staffing expenses were based off of salary and benefit information provided by CCPS for Charlestown Elementary School. That school is similar in size to CCCS's projected enrollment. Salary and benefit projections were based on midpoint ranges of Charlestown's staffing including instructional staff, administration and support staff.

Staff development has been budgeted for admin positions and teachers at \$40,000 for Y0-Y1, and \$10,000 each of the following years. The Y0-Y1 was budgeted hiring assuming teachers would require classical education training in addition to training in the classical curriculum.

The professional services expense is projected to be higher in the first year due to potential legal negotiations that may arise with the application. Y0-Y1 also includes estimated funding of \$7,500 for non-profit and grant funding related accounting training. Y2-Y3 allocation includes the annual financial audit and monthly accounting assistance.

Contracted services estimated expenditures for an IT technician, plant operations for lawn care and snow removal, routine mechanical servicing of the HVAC system and the boiler.

Marketing expenses include mail chimp, constant contact, printing brochures and flyers for events and funding sources. Recruitment expenses are high in the first year to obtain yard signs, billboard advertising, additional brochures and flyers to recruit students and staff. The following years will strictly be billboard advertising for enrollment, hiring and annual software fees.

The Y1 postage expenses of \$8000 is estimated to send out advertising mailers and brochures to families in Cecil County. The following two year amounts of \$2500 are estimates and are subject to decrease.

CCCS will be purchasing classical curriculum with an estimated cost for text books, workbooks, classical literature, and resource materials for

the following core curriculum and alternate special curriculum for math and reading specialists. Content used in other programs (art, music, Spanish, health education) will be selected by the educators and will be consistent with the classical education model of the school. Allowances for educational materials in these areas have been included in the total projected budget for Y0-Y1 of \$300K. The following years estimated costs is significantly lower and is estimated to provide any supplemental materials and resources needed for the students with disabilities.

- Math: Singapore Math/Dimensions Math, Zearn, Illustrative and IXL
- ELA: SoR, Orton Gillingham, Wit & Wisdom
- History: CORE Knowledge, History of the Classical Child,
- Science: Amplify Science
- Latin: Song School Latin

CCCS has allocated funding of \$500 for each teacher to purchase supplies for their classroom. Y0-Y1 is higher because of the number of teachers required for the initial opening. The funding decreases once all teachers have been on-boarded by year 4.

Information technology has been budgeted at \$86K which includes 25 Latitude 3140 laptops for the computer lab at \$460 each, 30 Latitude 5450 laptops for teachers, principal and executive director at \$1300 each for a total of \$39K. Walkie radios for all administrative staff, leadership, office staff and educators for a total of \$700. Also included in this estimate is software for the library, guidance counselor, office staff, financial and accounting, and internet services.

The CIP is estimated for furniture (classrooms, office staff, ED and Principal, conference room, cafeteria, science lab and makerspace).

Funds are budgeted in Y2 and Y3 to install playground equipment which is expected to cost around \$75K. CCCS will be researching and applying for grants to cover at least 50% of this cost.

CCCS intends to implement a greenhouse project to teach students how to grow, harvest and prepare foods for storage (freezing). Y1 funding of \$2500 is allocated to prepare the site for the greenhouse installation in Y2. In Y1, some of the funds will be allocated to

purchase supplies, tools and seeds to grow plants in the classroom while Y2 \$20K in funding will be allocated to install the greenhouse and purchase needed supplies for a larger harvest. In subsequent years funding will decrease to allow for supplies only.

\$250K has been allocated in Y0-Y1 to make building repairs to include any replacement parts needed for the boiler or HVAC system. Some of this funding will also be allocated to make cosmetic upgrades that may be needed. Y2 allows for additional upgrades to any carpeted areas that need to be replaced, window repairs, and to update the makerspace. Funding in Y0-Y2 is anticipated to be covered by the grant request. An additional allocation of \$75K has been budgeted for any routine maintenance or repairs that may be required.

An estimated \$15K in Y0-Y1 has been allocated for travel. This is to allow the ED or Principal to attend the annual charter conference, and for travel accommodations necessary for teachers seeking professional development opportunities. In the following years, travel was estimated at \$10K each year. These numbers are subject to change based on location of training and the need for travel.

Library expenses have been budgeted in Y0-Y1 for \$50K to stock the library with age-appropriate classical reading material. Year 2 allocation of \$7,000 is budgeted to increase the library collection for middle school aged students. Subsequent years will be budgeted at \$3500 to add new material. The funding in Y0-Y2 is included in the grant funding request.

CCCS is allocating \$10K for gym equipment in Y0-Y1. Additional years are funded at an estimated cost of \$2500 each year for supplies and updated material for health education. The initial cost in Y0-Y1 is included in the grant request.

Supplies and materials in Y0-Y1 is budgeted for \$34,644 which includes classroom white boards, custodial equipment and supplies, paper products, maintenance supplies and office supplies. Each subsequent year, supplies are budgeted for \$15K each year. The initial 2 years of expenses are included in the grant request.

An insurance quote was received from Bitner Henry Insurance group based on the information found in C.4.F. Based on those conversations with the insurance agent, \$25K has been allocated each year.

CCCS will not be transporting students to and from school. Parents will be responsible for drop-off and pick-up. The \$10K budgeted for transportation is for field trips when bus service is required.

The utility expenses are budgeted for \$82K for Y1 and \$83K for Y2 and Y3. These are estimates based on the data obtained for the North East Middle School. This estimate includes electric, oil, phone, trash removal and propane.

The strategic planning completed for CCCS was done with sustained operations and fiscal responsibility at the forefront. We aim to provide a high-quality classical education for Cecil County students for many years to come. We have been working closely with neighboring charters, learning from their past experiences. This has allowed us to implement best practices from the beginning in the design of our school. As shown in our budget, we are able to maintain financial sustainability with only funds received from our PPA. CCCS has applied for multiple grants, including the CSP funding in the Maryland Momentum Project and the VLT grant offered through Cecil County. Additional grants are being reviewed for submission in the coming months. Grant funds are assumed in the budget for Y0-Y2. The PPA amounts are assumed on enrollment of 240 students in Y1, 280 students in Y2, and 320 students in Y3 and 360 students in Y4 - Y5. Please refer to the staffing matrix for staffing needs in Y1-Y3. Salaries are assumed as midpoint amounts on the corresponding CCPS salary schedules. The budget aligns with and supports the implementation of CCCS' classical education program as outlined below:

CCCS Staffing: Through our comprehensive recruiting process, we will hire highly qualified staff for CCCS who share our mission and vision for the school. Our Executive Director, Principal and staff will share our passion for classical education and emulate our values. This will ensure quality implementation of the classical education model at CCCS.

Curriculum: We have selected a robust curriculum and high-quality instructional materials in the education of our students. The implementation costs associated with these materials will occur in the first year of operations and will continue to be used in subsequent years.

Professional Development: In the first year of operations, we will have extensive Professional Development to train our teachers in the Classical education model. The majority of our staff will not have prior experience working in a Classical school and will require training in the education model. We will provide rigorous and thorough training to our staff so that they are able to deliver a high-quality classical education to our students. They will carry this training through their time at CCCS. In the following years, we will continue our Professional Development to maintain these skills ensuring continued quality implementation. The initial training costs will be much higher than the costs following Y1. We intend to partner with neighboring classical charter schools in combined Professional Development to reduce costs.

Evaluations: Administrators and Staff will have ongoing evaluations to measure performance to ensure a continued quality implementation of our instruction and culture, in accordance with the mission and vision of CCCS.

Educational Programs: With supplies purchased in the first year of operation, and continued to be used in subsequent years, we will achieve our goal of students' participation in academic projects.

Facility: CCCS will rent/lease the existing school building for \$1. This will allow for predictable facilities throughout the life of CCCS. We will not be subject to rent instability including rent escalations.

Revenues: As shown in our budget, CCCS is able to achieve financial stability through our PPA. However, we will continue to seek out varying revenue streams, such as grants, donations and fundraising events.

Financial Management: CCCS has policies and procedures in place to ensure continued fiscal responsibility and financial oversight. This includes strong internal controls, an annual audit of financial statements, records and controls, as well as monthly and annual

financial reporting.

Enrollment: The formal preopening enrollment interest is close to half the full year one enrollment capacity. We expect interest in CCCS to continue to grow and interest to exceed available spots in the coming months. To ensure the continued full enrollment of the school, we will continue our successful student recruitment efforts.

Community Outreach: Community is a core component of CCCS. We will continue our community engagement. This will be done through community events hosted at the school as well as educational community partnerships. We believe that community partnerships in the education of our students provide valuable learning opportunities and will continually foster these relationships. Our PTO will be strongly involved in continuing community outreach.

E. Fundraising

Prior to the approval of the school, CCCS Board of Directors contributed resources to assist with the costs associated with printing the prospectus and application; printing brochures and flyers; mailing letters to prospective partners and donors; and paying entrance fees for local events to advertise the charter school. The CCCS Board also received a generous donation from a local supporter. In addition to these events, if approved, a fundraising committee will be organized by Founding Families, parents and the Board of Directors to further develop the school's fundraising plan to include written policies on allowable donations and documenting receipts. School sponsored fundraising activities require the consent of the school's Principal and must follow CCPS' regulations.

In the two months prior to submitting this application, CCCS has applied for two grants: Cecil County VLT Grant, and MD Charter Schools Program (CSP) grant. CCCS has retained a Grant writer who will be monitoring GRANTS.GOV, Maryland Governor's Grants Office, Grants Gopher, GrantSpace by Candid and other resources as they become available for ongoing grant opportunities. Once approved, CCCS will join the Cecil County Chamber of Commerce and the North East Chamber in order to build a network of relationships with professionals, business owners, and community leaders from Cecil

County and surrounding areas.

F. **Insurance**

CCCS will be partnering with Nick Capobianco from Bitner Henry Insurance Group to meet insurance requirements outlined below. The insurance company currently provides insurance coverage to churches charter schools and other organizations in Maryland. They deal with a variety of carriers have decades of experience providing insurance to various institutions. An estimated cost for the required insurance, including property, has been received and is reflected in the budget line-item titled insurance. CCCS will have the following insurance in place to meet requirements as outlined in "Maryland Association of Boards of Education Insurance Requirements for Public Charter Schools" prior to opening.

General Liability (including Cyber and Sexual Abuse & Molestation): with minimum limits of:

\$1,000,000 each occurrence; \$1,000,000 personal and advertising injury; \$1,000,000 general aggregate; and \$1,000,000 products/completed operation aggregate.

Directors and Officers Insurance: minimum limit of \$1,000,000 per claim/annual aggregate.

Employer Practice Liability: minimum limit of \$1,000,000 per claim/annual aggregate.

Business Auto Liability Insurance: minimum limit of \$1,000,000 per accident.

Health and Workers' Compensation: Staff of CCCS will be paid employees of CCPS and be covered under the health and workers' compensation policies of CCPS. For those employees that are not paid employees of the Board but are employees of the Charter School, workers compensation insurance or its equivalent with statutory benefits as required by any state or Federal law, including standard "other states" coverage; employers liability insurance or its equivalent with minimum limits of \$100,000 each accident for bodily injury by accident; \$100,000 each employee for bodily injury by disease; and \$500,000 policy limit for bodily injury by disease.

Umbrella Excess Liability or Excess Liability Insurance or its Equivalent: minimum limits of:

\$2,000,000 per occurrence; \$2,000,000 aggregate for other than products/completed operations and auto liability; and \$2,000,000 products/completed operations aggregate.

Educators Legal (Errors and Omissions) Liability Insurance or its Equivalent: minimum limits of:

\$3,000,000 each wrongful act; and \$3,000,000 annual aggregate.

Property (Including Boiler and Machinery or Equipment

Breakdown) Insurance: Actual coverage amount to be determined at property acquisition. Cecil Classical Charter School shall purchase and maintain, at its own expense, all risk (special form) property insurance which insures, on a replacement cost basis, against direct physical loss of or damage to the CCCS's real or personal property, fixtures and equipment located in or on the premises of CCCS and the Board's personal property, fixtures and equipment that is in the care, custody or control of CCCS for the insurable replacement cost of such property, fixtures and equipment located therein. Cecil Classical Charter School shall also purchase business income and extra expense insurance satisfactorily to protect its interests in the event of and resulting from direct physical loss of or damage to the Board's or Cecil Classical Charter School's real or personal property, fixtures and equipment, while such property is located in or on the premises of Cecil Classical Charter School. Any deductible that is a condition of the Charter School's property insurance shall be the sole responsibility of the Cecil Classical Charter School.

Crime Insurance: minimum limits of: \$500,000 each loss – employee dishonesty blanket; \$100,000 each loss – forgery or alteration; and \$100,000 each loss – theft, disappearance or destruction (money and securities).

Catastrophic Student Accident Insurance: maximum deductible of \$25,000 and minimum limits of:

\$1,000,000 accident medical expense; \$250,000 catastrophic cash; \$25,000 accidental death; and \$25,000 accidental dismemberment.

Additional insurance coverage may be obtained as required. All insurance policies required shall be endorsed to provide that the policy

is not subject to cancellation, nonrenewal, or material reduction in coverage until sixty (60) days prior written notice has been given to the district Board of Education.

G. Per Pupil Allocation

The per pupil allocation funding projections provided by Ms. Sopa at CCPS allocated a 2% administration fee that was applied to the total PPA. CCCS would request the administration fee remain at 2% during the term of this charter agreement pending any change to the commensurate funding regulations for charter schools.

H. Ownership and Inventory Control

Please Refer to C.3.F. for this information.

C.5. School Safety and Security

A. Emergency Management Plans

CCCS is committed to the health and safety of all students, staff and visitors. CCCS will comply with all applicable local, state and federal laws regarding student safety, health, welfare and disaster preparedness including, but not limited to, COMAR 13A.02.02.03-.04, 13A.01.04.03 and CCPS Board Regulation EBCA-RA and EBA-RA.

CCCS' School Emergency Operations Plan (SEOP) will mirror those of other schools in the district and will combine with CCPS' Emergency Operations Plan to serve as a guide for training, planning, implementing and assessing CCCS' response to a critical incident. As this plan is not published, prior to opening, the Board of Directors and CCCS administration will work with CCPS' head of security to ensure all plans in place align. It will be the responsibility of the Board of Directors to ensure a suitable SEOP is in place, and a detailed assessment will take place to make sure any identified risks are mitigated. Community stakeholders, such as local law enforcement, fire and EMS, will be consulted in the development of the plan. Once completed, CCCS' SEOP will be certified. Additionally, the Board will continue ongoing communication with local officials to ensure the plan remains up to date with best practices. Were an event to occur, which can be traumatic to staff and students, follow-up services would be provided as needed. This would include access to Mental Health Professionals (counselors, psychologists, social workers) to provide immediate crisis intervention, counseling and support.

The Executive Director and Principal will ensure that all students and staff at CCCS are prepared to respond to critical incidents. This will include ongoing training, exercises, and maintenance. During a threat, CCCS will follow the standard response protocol. These components are important to include in our SEOP to ensure an orderly and appropriate response to an identified threat. This includes the following actions in an emergency dependent on threat level:

- **Hold!:** In your room or area. Clear the halls. Students will remain in room or area until given all clear. Staff will lock doors and account for all students.
- **Secure:** Get Inside. Lock the Doors. Students will return to the inside of the building. Staff will lock outside doors and account for all students.
- **Lockdown!:** Locks, light, out of sight. Students will move away from sight, maintain silence and not open doors. Staff will recover students, if possible, lock doors, turn off lights, move out of sight, maintain silence, keep door closed and prepare to defend or evade.
- **Evacuate!:** Location to be specified in SEOP. Students will leave belongings behind and follow staff instructions. Staff will lead students to an evacuation location and account for all students and staff. Appropriate authorities will be notified if anyone is missing or injured.
- **Shelter!:** Students will use the appropriate safety strategy for the hazard, possible hazards including a Tornado, Hazmat, or Earthquake. Staff will lead students to an evacuation location and account for all students and staff. Appropriate authorities will be notified if anyone is missing or injured.

In accordance with Maryland law, CCCS will establish a chain of command. The Executive Director (ED) or Principal will designate school staff members the authority to deny access to the building to individuals who are not a staff member or student, do not have lawful business to pursue or are acting in a disruptive manner. In the absence of either the ED or Principal, the other will designate authority to another Manager, Supervisor or Director to attend to any matter that requires immediate attention. In the absence of both the ED and Principal, the ED will designate an Administrator-in-Charge to oversee and carry out routine procedures and to respond to emergency matters.

As part of SEOP (Student Education and Occupation Plan), CCCS will work with CCPS and local officials to determine appropriate rally points in

response to a possible active assailant or fire evacuation. Tornado shelter locations will be identified, in the interior of the building, as locations where students will be moved in the event of a tornado. Command posts will be identified, located in both the interior and exterior of the building. Two media staging areas will also be identified in the SEOP. An evacuation offsite location within walking distance of CCCS will be identified, students and staff will first assemble at a rally point before proceeding to the offsite evacuation location. To prepare for an event when students and staff are unable to return to the school building, reunification sites will be identified as part of SEOP. Specific plans for disabled students will be a part of the SEOP.

CCCS will put together an Incident Management Team, with an outline of roles and responsibilities for each team member in the event of a safety or security incident. This team will be led by the ED and Principal of CCCS and additional members of school staff as designated. Each member's assignments in the event of an emergency will be outlined in the Student Engagement SEOP. An emergency phone chain will be identified, as well as protocol for the notification of emergency services, CCPS and parents in the event of a safety or security incident. All students will be required to have Emergency Cards on file.

The SEOP will be reviewed and updated throughout the school year. Fire, evacuation, lockdown, secure, shelter and hold drills will be held in accordance with COMAR 13A.02.02.03-.04.

B. Safety and Security of Students and Staff

CCCS is committed to the safety and security of our staff and students, and as such, the building will include several security features. These include alarms, security cameras, a safe and secure entry system, a visitor management system, and any additional equipment as recommended by the CCPS security team.

All exterior doors will always be locked, and classroom doors will remain in the lock position at all times during an incident. There will be multiple exit points throughout the building. There will be designated staff to check in and screen visitors to CCCS. Anyone who is not authorized to enter the building or who fails to pass the screening will be denied entry. All visitors, including parents, volunteers, family members, contractors, and any other stakeholders, will have their credentials on display at all

times while in the building. To ensure effective communication, school staff and all classrooms will be provided with radios, the ED and Principal both receive an admin radio. School safety kits will be located throughout the building. The targeted facility for CCCS is located in close proximity to the North East Police Department and the North East Fire Volunteer Fire Company.

CCCS will provide all employees a work and learning environment free from sexual harassment, a drug and alcohol- free workplace, and a tobacco-free workplace all in accordance with CCPS Board Policies.

The CCPS Board policies will be followed should the need arise to **report** suspected child abuse.

CCCS will promote the worth and dignity of all individuals by providing a safe and secure environment in which all students can learn in accordance with CCPS Board Policies related to Student Bullying, Harassment, Intimidation, discrimination and hazing.

CCCS will create a walking plan for students who walk to school. **Potential** safety concerns or hazards will be identified to create a map of the **safest** walking routes to school to be shared with our students.

CCCS will employ a full-time, on-site registered nurse to address the **health** needs of our students and will participate fully in the CCPS on-site **health** services program. In the event the nurse is unable to physically be **in the** building, CCCS will utilize the PRN nursing pool to ensure a **registered nurse** is always available. A designated school staff member will assist the **nurse with** administrative tasks as needed and will receive training in the **administration** of medication. Upon enrollment, students must provide up-to-date immunization and health records. If a student becomes ill or is **injured during** school hours, **their parent or guardian will be notified immediately.** All school health services will be conducted in accordance with COMAR 13A.05.05.05-15 and CCPS Board Policies. The school health suite will comply with all applicable laws and regulations.

C.6 Transportation

A. Transporting Students

Students who have transportation services outlined in their Individualized Education Program (IEP) will receive transportation through CCPS. The

remaining students will be transported to and from school by their parents, guardians, or caregivers. We are also actively investigating transportation options to ensure homeless populations have access to the alternative education option offered by CCCS.

CCCS will be partnering with a company that will provide before and after-care (for a fee) at the school to accommodate working parents' schedules. The before-and-after-care program will be available to all parents who need this service for their children. The vendor will be asked to offer a reduced fee or waiver of fee for students who are economically disadvantaged to make this service accessible to those who may need it most.

CCCS families will be encouraged to carpool with other families. The PTO will be tasked with helping make connections amongst families wishing to utilize carpool options. Those individuals participating in carpool will be required to document who is allowed to transport students on the emergency card. Prior to opening, the CCCS website will have a portal or interest list that families can join which will serve as a central hub and tool for the PTO to track and organize carpooling or alternative transportation options. This information will be provided both during family orientation for newly enrolled students and reiterated during monthly PTO meetings. By promoting carpooling and strengthening family connections, the PTO will reinforce CCCS' commitment to the community.

For local field trips, CCCS will schedule and arrange payment for CCPS buses and drivers on a per usage basis through the designated Transportation Services point of contact. For field trips outside of the local commuting area, CCCS will utilize charter buses. Funds have been budgeted for field trips out of the per pupil allocation; however, the PTO will be responsible for school endorsed fundraising to contribute to the field trip budget, ensuring all students have the opportunity to participate in field trips.

The target location for the school is located in a heavily populated part of Cecil County which supports the accessibility of the school for a significant number of potential families. We plan to inform the community of the details related to transportation, scheduling, and childcare options through our website, social media, information sessions, and community flyers (presented in both English and Spanish). We do not anticipate transportation affecting recruitment as we are a car-dependent county

and will offer before-care and after-care and encourage carpooling amongst families.

CCCS reserves the right to purchase a bus to accommodate 20 to 40 students for local field trips when funding is available. Proper insurance needs will be met in consultation with an insurance provider and an attorney will ensure compliance with COMAR regulations as well as CCPS policies.

B. Reasonable Distance

CCCS has identified the existing North East Middle School as the location for the charter school once the building becomes vacant. This building is centrally located in the county except for the areas beyond the C & D Canal. With various routes in and out of the Town of North East, parents will be able to easily transport their children to and from CCCS.

Local North East Transportation

According to the application documentation provided by CCPS "student transportation will be provided to residents residing within the existing school boundaries currently established by CCPS." CCCS welcomes the transportation opportunities this would provide to students within the North East school district.

C. Policies to Ensure Equal Access

As described in C.6.A., CCCS intends to have PTO members work together with families to form carpooling for students in need of transportation. This process will begin following the random lottery selection when CCCS holds meetings for families and children enrolled in the school.

CCCS is also actively investigating alternative transportation options for our homeless population which may also benefit low-income families without transportation. CCCS is committed to making every effort to meet the transportation needs of our students.

As future budgeting allows, CCCS will address transportation needs of students and develop a sustainable plan to assist families with these needs to ensure students have access to the classical education option.

D. Transportation for Special Needs

Students with special needs requiring special transportation will be served by CCPS. CCCS will submit special transportation requests for those students with disabilities who have IEPs or 504s and require special transportation. Such requests will be documented in the IEPs and 504s by CCCS staff to support the request.

E. Supervision of Students

This will not apply to CCCS at this time because we will not be providing bus transportation. Should this situation change, CCCS will have additional staff on the bus to support the bus driver and ensure the safety of all students.

F. Geographical Attendance Area

Our intended location is 200 E. Cecil Avenue in the town of North East, MD. The school is located in a well populated area with a very active business community. North East is a small town in Cecil County with a 2024 population of approximately 4,100 residents, a median age of about 40.5 years, and roughly 2,030 households. The town's population is majority White, with Black/African American, Hispanic, and multiracial residents comprising the largest minority groups. Median household income is about \$91,600 and the poverty rate is nearly 7.5%. Homeownership is roughly 62% and the median home value is approximately \$292,300. (Sources: U.S. Census Bureau / ACS 5-year estimates and local profile data).

The age and school-age population within this area consists of an average of 20% in the age of 18 which yields approximately 780-900 residents under 18. Using ACS age distribution proportions, an estimated 10% of the total population are school age children in elementary and middle school. That equates to roughly 370-410 children living in the North East area. This is an estimate derived from age related county totals. School enrollments can differ due to district boundaries, educational choice, and private/home schooling. (U.S. Census Bureau2)

North East Middle School (grades 6-8) reports an enrollment significantly higher than the town's K-8 grade resident estimates. Public reporting indicates North East Middle School enrolls 750+ students, which is reflecting that the public school serves a wider catchment area beyond the municipal boundaries.

As a result of this data, CCCS is not just focusing on informational sessions directed at the North East community, but we are reaching out to the entire Cecil County population to educate families about the opportunity that will be available when the classical charter school opens.

G. Implementation Outline for Transportation

CCCS will not be providing public transportation for students at this time. As discussed in other sections of this application, Board members are actively working to secure transportation options for students in need. Please refer to C.6.A. and C.6.C..

C.7. Food & Nutrition Service

A. Food Service Program Description

CCCS intends to enter into an agreement with CCPS to provide breakfast and lunch for our students. Arrangements will be made with CCPS and the neighboring school for delivery or pickup of meals. CCCS anticipates this to be a temporary measure while kitchen equipment is purchased, staff are hired with proper certifications, and the school receives a passing inspection from the health department.

CCCS reserves the right to apply at any time to the Maryland State Board of Education to become a licensed school food authority and participate in the National School Lunch Program. When that decision is made, CCCS will employ a Food Manager and appropriate food handlers to prepare and serve students breakfast and lunch in compliance with the National School Lunch Program. The food manager and kitchen staff will follow MSDE School Nutrition guidelines and will hold ServSafe certifications. In addition, CCCS will also obtain the food service facility license, HACCP, as required by the Cecil County Health Department.

B. HACCP Plan

CCCS has received the HACCP (Hazard Analysis and Critical Control Points) documents from the Health Department. When the kitchen is ready for inspection, CCCS will comply with this systematic, preventive food-safety management program that identifies, evaluates, and controls biological, chemical, and physical hazards throughout food production and supply chains to ensure food is safe to eat. The kitchen manager will be required to prevent food-safety hazards by following these steps

prior to opening the kitchen for students and staff meals.

- Conduct a hazard analysis and assess risks.
- Determine critical control points (CCPs) — steps where control can prevent or eliminate hazards.
- Establish critical limits for each CCP (measurable criteria, e.g., temperature).
- Establish monitoring procedures for CCPs.
- Establish corrective actions when monitoring shows a CCP is out of limit
- Establish verification procedures (validation, audits, testing) to confirm the system works.
- Establish record-keeping and documentation procedures.

CCCS is committed to providing safe and nutritious food to nourish students' minds and bodies. Implementing these protocols will reduce the risk of foodborne illnesses, provide documented and auditable safety controls for staff, and focus resources on critical areas where hazards can be controlled.

C.8. Accountability Plan

Proposed Three Year Accountability Plan

There are two accountability plans below: one defines the education plan for the next three years while the second one addresses the operational and cultural aspects of CCCS.

CCCS Classical Education Accountability Plan for Grades K-7

Category	Year 1: Grammar Stage (K–5) (2027–28)	Year 2: Expansion to Logic (K–6) (2028–29)	Year 3: The Trivium in Practice (K–7) (2029–30)
Literacy (Science of Reading)	The Phonics Foundation: 100% of K–3 staff complete LETRS training. Adopt a "Classical" SoR-aligned HQIM (e.g., Core Knowledge/Amplify).	Classical Literacy: Integration of Latin roots/etymology in Grade 6 to boost <u>MCAP ELA</u> vocabulary and reading comprehension scores.	Grammar Mastery: 75% of 3rd graders score "Proficient" on MCAP ELA; 7th graders demonstrate advanced Disciplinary Literacy via Socratic seminars.

Academic Performance	Baseline: Establish MCAP benchmarks for Grades 3–5. Conduct internal "Classical Assessments" recitation/ memorization	Comparative Growth: Students in Grades 3–6 achieve higher Growth Percentiles (SGP) than the Cecil County average, particularly in Math and ELA.	Proficiency: Proficiency rates in Grades 3-7 <u>exceed the local CCPS average</u> for two consecutive years, proving the classical model works.
The Trivium & Math	Foundations: Implement a "Singapore Math" or similar conceptual framework in K–5 to ensure Blueprint Math alignment.	Logic Stage Transition: 6th graders begin formal logic/pre-algebra; 60% of students on track for <u>Algebra I readiness</u> .	Mathematical Logic: 75% of 7th graders meet proficiency on state-aligned math benchmarks, ensuring they hit <u>CCR targets</u> for 8th-grade Algebra.
Staffing & Blueprint	Salary & PD: Start teachers at <u>\$60,000 minimum</u> . Provide PD on "Classical Pedagogy" alongside MSDE-mandated literacy training.	Career Ladder: Implement the <u>Career Ladder</u> with a focus on "Master Teachers" who mentor in classical methods.	Instructional Focus: Verify <u>80% of teacher time</u> is classroom instruction. Submit Renewal Application showcasing high retention of classical-trained staff.
Operations	Virtue Formation: Implement a "Classical Virtue" system; achieve 95% attendance and 5-star Climate Survey results.	Wraparound: If 55% poverty threshold is met, use <u>CPG funds</u> to hire a Coordinator who aligns community needs with the school's "virtue" mission.	Success: Achieve a 4 or 5-star rating on the Maryland Report Card. Demonstrate a strong school culture via student and parent "Classical Virtue" surveys.

Financial Health	Submit annual audit; ensure Blueprint funding is used for classical materials and mandated teacher raises.	Maintain 30-day cash on hand and positive net assets as per MSDE eligibility.	Prove fiscal sustainability for the final K–8 expansion.
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CCCS Classical K–7 Operational & Cultural Accountability Plan

Category	Year 1: K–5 Foundation (2027–28)	Year 2: K–6 Expansion (2028–29)	Year 3: K–7 Maturity (2029–30)
Operational Accountability	Governance: Align Board bylaws with <u>COMAR 13A.02.10</u> . 100% of staff hold <u>Maryland Professional Certification</u> .	Career Ladder: Implement the <u>Blueprint Career Ladder</u> with a \$60,000 minimum salary and National Board Certification (NBC) support.	Renewal Prep: Verify 80% instructional time for teachers.
School Culture (Classical Virtue)	Virtue Launch: Establish the " Grammar of Virtue " (Justice, Prudence, etc.). Launch Parent Councils focused on classical co-education at home.	Climate Tracking: Administer the <u>MD School Climate Survey</u> (Gr. 5-6). Goal: Achieve "Exceeding" in student safety and engagement.	The Logic Stage: 7th graders lead Socratic-style service projects. Achieve 85%+ parent satisfaction via the " Virtue & Value " annual survey.

Community Engagement	Visibility: Launch "The Classical Lyceum" (monthly community open houses) and monthly newsletters to <u>Cecil County families</u> .	Wraparound: If 55% poverty threshold is met, hire a <u>Community School Coordinator</u> to integrate local health/social services.	Partnerships: Document 3+ community partnerships (e.g., local libraries, historical societies) that provide <u>instructional enrichment</u> .
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Continuous Improvement	Data Routines: Establish quarterly leadership reviews of MCAP interim data and <u>Science of Reading</u> screener results.	Iterative Adjustment: Use Year 1 climate survey data to refine "Virtue" curriculum. Adjust <u>Blueprint tutor</u> schedules based on Math growth.	Portfolio: Compile 3 years of data showing the Classical Model's direct impact on student growth and state star ratings.
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CCCS's classical mission is centered on the pursuit of Truth, Goodness, and Beauty, which directly drives student understanding of the Maryland Comprehensive Assessment Program (MCAP). By utilizing the **Grammar stage's** focus on memorization and phonetic mastery (aligned with the **Science of Reading**), we ensure foundational Literacy proficiency that exceeds state averages. As students transition to the **Logic stage** in Grades 6-8, the study of formal logic and Latin etymology serves as a cognitive multiplier, equipping student with the analytical 'tools of learning' necessary to achieve College and Career Readiness (CCR) math and ELA benchmarks well ahead of the mandated 10th grade deadline.

A. Statement of Goals

Stated goals for Cecil Classical Charter School are preliminary – based on assumptions about the student population to be served – and are expected to be revised once the school population has been defined and baseline achievement data collected.

The goals for CCCS are detailed in the S.M.A.R.T. Chart. Refer to EXHIBIT 8 for Specific, Measurable, Attainable, Reflect the Mission, and Time-Specific (S.M.A.R.T.) Goals chart.

For all academic goals, a baseline performance target will be established for all enrolled students and, in accordance with the "Every Student Succeeds Act" (ESSA) and Maryland's Consolidated State Plan. Performance will be tracked by student group, including race/ethnicity, English language learners/multilingual learners, students with disabilities, and those eligible for Free and Reduced-Price Meal Services (FARMs). CCCS is committed to meeting or exceeding county averages across all student groups.

Cecil Classical Charter School (CCCS) will strive to achieve the following academic and operational goals, as outlined in the S.M.A.R.T. Goals chart:

- **Student ELA and Math Proficiency** – CCCS aims to meet or exceed county averages in English Language Arts (ELA), Mathematics, and Science proficiency by the end of the third academic year (2030).
- **Measurement and Reporting of Student Performance** – A public dashboard will be created to display academic performance, student growth, and parent satisfaction, with a launch goal set for the end of the first academic year (2028).
- **Measurement and Reporting of Student Classical Proficiency** - CCCS will monitor students' mastery of the classical education principles by implementing the Classical Learning Test to track progress beginning at the end of the first academic year (2028) with results shared on the website.
- **Student Academic Involvement** – CCCS will work toward 100% student participation in academic competitions, class projects, or community service by the end of the second academic year (2029).
- **Balanced Budget and Fiscal Sustainability** – Beginning in the first academic year (2027-2028), CCCS will maintain a balanced budget to ensure that operating expenses do not exceed revenue.
- **Financial Transparency and Accountability** – CCCS will publish and maintain publicly available financial data, with the first financial report set to be released by the end of the first academic year (2028).
- **Fundraising and Grants** – CCCS aims to raise a minimum of \$50,000 annually through community donations, corporate sponsorships, and fundraising. The goal is to also secure three grants annually to support academics, staff development and building improvements. Grants will be

the primary source of revenue outside of per pupil funding provided by CCPS.

B. Student Academic Content and Performance Standards

Cecil Classical Charter School (CCCS) will implement a rigorous academic and behavioral accountability system aligned with its mission, educational program, and Maryland's statewide standards. CCCS will use standardized tests, formative assessments, and reporting to track student progress, with a strong focus on English Language Arts (ELA) and mathematics. Students will take state-mandated assessments annually to ensure compliance with Maryland's accountability system. Additionally, CCCS will administer the CLT to assess proficiency in classical education topics, reinforcing its commitment to a liberal arts curriculum.

To strengthen math proficiency, CCCS will integrate Singapore Math assessments, conducting mid-year and end-of-year evaluations to measure progress and refine instruction. A public-facing dashboard will provide transparency, displaying key academic metrics such as standardized test scores, attendance, and engagement levels. This data-driven approach will ensure timely interventions and targeted support for student success.

On the behavioral front, CCCS will foster personal responsibility, respect, and civic engagement through a structured framework rooted in our classical virtues. The school will implement a Multi-Tiered System of Supports (MTSS) to address behavioral challenges, providing tiered interventions as needed. Through these comprehensive measures, CCCS will cultivate knowledgeable, articulate, and virtuous citizens while maintaining full alignment with Maryland's educational standards and accountability requirements.

C. Performance Indicators

Indicator	Year 1 Target	Year 2 Target	Year 3 Target
Reading Proficiency	50%	55%	60%
Math Proficiency	50%	55%	60%
English Learner Growth	Baseline	+5%	+10% growth
Staff Retention	85%	90%	92%
Community Engagement	60%	75%	85%
Financial Compliance	100% audits	100% audits	100% audits
Attendance	90%	92%	94%

D. Benchmarks (annual /long-term)

Benchmarks (2027–2032)		
Category	Year 1 Benchmarks (K–5 Launch)	Long-Term Benchmarks (5-Year Maturity)
Academic Performance	Establish Baseline: 100% of students complete fall diagnostics; set growth targets to exceed CCPS median scores by Year 2.	Sustained Excellence: Consistently rank in the Top 25% of Maryland schools for ELA and Math proficiency across all grades.
Literacy (SoR)	K–3 Foundation: 100% of K–3 staff hold SoR Certification ; 90% of students identified "at-risk" reach grade level by end-of-year.	Literacy Mastery: 90%+ of 3rd graders achieve " Proficient " or higher on MCAP ELA, outperforming the state average.
Algebra & CCR	Math Readiness: 80% of 5th graders meet/exceed standards in Number Sense and Logic , the foundation for middle school math.	Algebra I Success: 90% of 8th graders pass the <u>Algebra I MCAP</u> , meeting the College & Career Readiness (CCR) target.

Teacher Career Ladder	Base Compliance: 100% of teachers earn at least \$60,000 ; initiate the National Board Certification (NBC) support pipeline.	Leadership: 25% of staff achieve " Master Teacher " or " Distinguished " status on the Maryland Career Ladder for up to \$10K bonus
School Culture	Virtue Launch: 100% of students complete the "Grammar of Virtue" orientation; 95% average daily attendance achieved.	Community Trust: Maintain a 4 or 5-Star Rating on the <u>Maryland Report Card</u> ; student waitlist exceeds 20% of capacity.
Fiscal Health	Compliance: Achieve a clean unqualified audit in Year 1; demonstrate 100% transparency in Blueprint fund usage.	Sustainability: Secure a 10-year charter renewal ; maintain a 60-day cash reserve and a debt-to-asset ratio under authorizer limits.

E. Measurement Tools

The professional development calendar below is designed to satisfy the rigorous Maryland Science of Reading (SoR) mandates while maintaining the unique classical identity of CCCS. To satisfy Pillar 2 of the Blueprint, CCCS will ensure that all K–3 teachers hired must demonstrate proficiency in SoR instruction.

Year 1 Professional Development Calendar (2027–2028)

Timing	PD Focus Area	Training Format & Hours	Blueprint/SoR Alignment
August (Pre-Service)	Classical Foundations & SoR Fundamentals	40 Hours: "The Grammar Stage" pedagogy + MSDE 35-hour SoR Microcredential.	Meets <u>MSDE initial licensure proficiency</u> for all K–3 staff.
September	Universal Screener Implementation	6 Hours: Administration and data analysis for <u>Fall Universal Reading Screeners</u> .	Satisfies COMAR 13A.03.08 regarding students at risk of reading difficulties.

October	Disciplinary Literacy in the Grammar Stage	4 Hours: Integrating classical history/nature study with MCCR Disciplinary Literacy Standards.	Ensures classical content meets Maryland College and Career Ready (MCCR) benchmarks.
January	Socratic Questioning & Logical Math	8 Hours: Developing reasoning skills in Grades 3–5 to support <u>MCAP Math Problem Solving</u> .	<u>Aligns with Pillar 3: College and Career Readiness.</u>
February	Advanced SoR: Language Essentials	10 Hours: Deep dive into Phonics and Orthography (Units 1–4 of <u>LETRS</u> or equivalent).	Mandatory for Reading Specialist and K–3 classroom teacher <u>professional license renewal</u> .
May	Continuous Improvement & Renewal Prep	6 Hours: Analyzing Year 1 growth data for the Maryland School Report Card submission.	Satisfies <u>Pillar 5: Governance and Accountability</u> .

CCCS understands that educators are required to maintain professional development standards. As such, CCCS is committed to providing educators with the time and tools necessary to obtain all required instructional training. This includes mentoring, collaboration and dedicated time for teachers on the career ladder trying to reach National Board Certification, who are then eligible for salary increases up to \$10,000 per Blueprint requirements.

F. Improvement and Renewal Strategies

1. CCCS will utilize a Quarterly Logic Cycle to ensure the accountability plan is a "living" document. Every 90 days, the Executive Director, Principal, instructional leadership, and the Board of Directors will review the state-mandated MCAP data, Science of Reading screeners, and our internal Virtue Assessments. This process will ensure that potential performance gaps are identified and remedied long before annual state testing begins.

To strengthen academic performance in the grammar and logic stages, CCCS will use a universal screener such as mCLASS or I-Ready to identify students in the "Grammar Stage" (K–5) who fall below the 25th percentile. These students will immediately receive Blueprint-mandated supplemental tutoring using structured literacy methods. If data shows a trend of low growth in an entire grade level, CCCS will use our reading specialist to provide instructional coaching for those teachers, ensuring the "Science of Reading" is being delivered properly.

For students moving into the "Logic Stage" (Grades 6–7), CCCS will analyze math MCAP data to identify any weakness in "Reasoning and Modeling." If identified, we will adjust our Socratic math instruction to focus more heavily on the logic and conceptual foundations required for algebra readiness.

The CCCS accountability plan produces a unique data set that aligns with our virtues and cultural climate. Using the results of our internal surveys and the results of the Maryland School Climate Survey, CCCS will be able to identify specific behavioral or cultural trends. For example, if "Temperance" scores are low in 6th grade, leadership will implement a targeted "Logic Stage" seminar on self-governance and digital citizenship. This ensures that school culture is managed with the same precision as academic proficiency.

Our accountability plan mandates annual audits and staff retention logs. CCCS will use this information to strengthen our staffing strategy. By reviewing the Blueprint Career Ladder data, we will be able to identify high-performing teachers for the National Board Certification pipeline. This not only rewards our best educators with the mandated bonuses but also ensures that our classical instruction is led by master teachers which stabilizes the school's long-term performance.

The information produced by this plan will serve as a rolling "portfolio of success" for CCCS. By Year 3, CCCS will have a three-year data set proving that the Classical education model consistently meets or exceeds Cecil County Public Schools (CCPS) benchmarks. Over the 5-year term of the initial CCCS charter, we will have a narrative reflecting growth and compliance. This will demonstrate that CCCS is a high-performing, fiscally

responsible, and mission-true public institution that will form a strong argument for our charter school renewal application.

2. To ensure the CCCS thrives within Maryland's rigorous regulatory environment, we will establish an evidence-based management system. This system will detail how our accountability data—from academic growth to financial health—becomes the engine that drives school-wide improvement and professional excellence.

CCCS strongly believes that for accountability information to be actionable, it must be accessible and standardized, which is why **we will** share information using a performance dashboard that will ensure:

- **Accessibility:** Real-time data, including MCAP interim results, Science of Reading (SoR) screeners, and financial data that will be consolidated into a single dashboard accessible to school leadership.
- **Management Integration:** Data is not reviewed in isolation; it is a routine discussion in weekly team leadership meetings. These "Logic Cycles" will be used to monitor the 80% instructional time mandate for teachers and to track student progress toward Blueprint's College and Career Readiness (CCR) targets.
- **Transparency:** Per COMAR 13A.02.10, CCCS must provide clear documentation of fiscal and academic performance to CCPS to ensure "Commensurate Funding" and operational transparency.

The Governing Board of Directors of CCCS will serve as the final judge of school quality, using accountability data to drive governance.

- **Evidence-Based Decisions:** The Board will adopt a "Data-First" Policy which requires every proposed policy or budget amendment to be accompanied by supporting documentation and data (e.g., "The proposed shift in Latin curriculum is supported by Grade 6 ELA vocabulary growth trends").
- **Oversight Committees:** The Board will develop standing committees consisting of educators, parents/guardians, staff and community stakeholders for Academic Excellence and Finance/Operations. These committees will be responsible to perform deep-dives into quarterly performance reports and presenting findings and formal recommendations to the full Board.
- **Self-Evaluation:** The CCCS Board will conduct an annual self-review against the Maryland Quality Charter School Standards, using external

audit results and parent/staff satisfaction surveys to identify areas for organizational growth.

CCCS understands that professional development is a non-negotiable legal requirement in Maryland, particularly concerning literacy and the career ladder. To comply with the legal requirements, the CCCS Board of Directors will ensure the following:

- **Science of Reading (SoR):** 100% of K-3 teachers and administrators will complete state-approved SoR training (e.g., MSDE-offered Microcredentials) to fulfill Maryland's reading proficiency requirements for license renewal.
- **Classical Pedagogy:** Professional Development time—which is expanded under the Blueprint—will be split between Classical Content Mastery (Latin, Logic, Great Books) and State-Mandated compliance (Special Education, Restorative Practices).
- **Mentoring & Induction:** In accordance with Pillar 2 of the Blueprint, new educators will participate in high-status induction and mentoring programs designed to build capacity for long-term retention.

When accountability data indicates a performance gap, CCCS will execute a Targeted Response Plan to pivot resources effectively.

- **Academic Interventions:** If MCAP data shows a deficiency in 7th-grade math logic, CCCS leadership will design a 90-day action plan. The plan may include additional teacher mentoring and curriculum training, as well as tutoring and pull-out services with the math specialist to support struggling students.
- **Operational Shifts:** High chronic absenteeism or low climate survey scores may trigger a redesign of the school's virtue program. If necessary, CCCS will make adjustments to disciplinary procedures or community outreach to better support student engagement.
- **Continuous Improvement Reflection:** Each year, CCCS will undergo a "Renewal Readiness Audit" where management and the Board of Directors analyze performance trends. This will ensure that by the time CCCS reaches the time for CCPS to review the renewal application, we have a documented history of identifying, addressing, and solving performance challenges.

G. Reporting Progress and Satisfaction

To satisfy the Maryland School Climate and Blueprint requirements, CCCS will develop a formal system for gathering and addressing stakeholder feedback. Our plan will ensure that "Classical" values are balanced with the data-driven expectations of CCPS and guided by our approved charter application. We will utilize the classical feedback loop which is a four-pronged approach to gathering qualitative and quantitative data to inform the continuous improvement of our Board and Leadership.

Annual State-Mandated Surveys (Quantitative)

- **Maryland School Survey:** This will be administered each spring to all students (Grades 5–7), staff, and parents as required for the Maryland Report Card star rating.
- **Metric:** CCCS will use an "On-Track" or "Exceeding" rating in the areas of safety, community, and instructional environment.

Internal "Virtue & Value" Surveys (Qualitative)

Twice per year (December and May), CCCS will administer internal surveys specifically designed for the classical mission

- **For Parents:** The questions will focus on CCCS's success in "Virtue Formation" and the clarity of the classical curriculum.
- **For Teachers:** Surveys will be issued to measure the efficacy of professional development, the availability of classical resources, and the impact of the 80% instructional time mandate.
- **For Students:** CCCS will issue age-appropriate surveys for the Grammar Stage (K–5) and Logic Stage (6–7) regarding their sense of wonder, belonging, and academic challenge.

Structured Listening Forums (In-Person)

- **The Principal's Lyceum:** The Executive Director and Principal will be responsible for holding monthly evening sessions to present current accountability data and host a moderated Q&A on school performance.
- **Parent-Teacher Council (PTC):** CCCS will work with parents and teachers to create a formal committee that will meet monthly to review non-confidential school data. Community views will be presented by the committee representative to the Board of Directors at the monthly public meeting.

- **Student Logic Council (Grades 6–7):** CCCS will work with students to create a student-led group that provides feedback on the transition to middle-school and the "Logic Stage" experience.

Community Advisory Committee (External)

CCCS firmly believes that our community will be an asset to the school and welcomes their input. We will strive to form a group of community members that will consist of local stakeholders responsible for gathering feedback and reporting to the Board of Directors.

- **Purpose:** The committee will be responsible for gathering views regarding CCCS from the broader Cecil County community, including local businesses, historical societies, and neighbors. CCCS welcomes feedback from the community which will allow us to make adjustments to strengthen the school and encourage community involvement.
- **Frequency:** The committee of community stakeholders will meet bi-annually to discuss how the school's classical mission is serving the public interest and how partnerships can be improved.

This plan will be used by CCCS as a tool to transform accountability reports into a tool for trust. By providing clear procedures for gathering and reporting progress and customer satisfaction, Cecil Classical Charter School will be able to demonstrate to the Cecil County Board of Education that we are fully prepared for the high level of transparency and public oversight required of all Maryland public charter schools.

C.9. Final Documentation

- A. Compliance Assurance Form – EXHIBIT 12
- B. Additional Information for the Evaluation of the Application

**Exhibit 1 – Affidavit, Disclosures & Background Check –
signed forms on following pages**

Redacted

Affidavit, Disclosure, Consent for Background and Credit Check

Instructions: Return this signed affidavit with the application. Include a copy of this form for all members of the founding group, Board of Directors, etc.

Name	Tabitha Bathgate			Social Security #	[REDACTED]
Street Address	[REDACTED]				
City	[REDACTED]	State	[REDACTED]	Zip	[REDACTED]
Phone	[REDACTED]	Date of Birth	[REDACTED]	Place of Birth	[REDACTED]

1. Have you ever been convicted or pleaded "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate, signed, notarized, and dated sheet.
[REDACTED]
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized, and dated.
[REDACTED]
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized, and dated sheet.
[REDACTED]
4. I hereby affirm and declare that I do not have any real or perceived conflict of interest, financial or otherwise, that would prevent me from serving impartially and ethically on the Board of Directors for the CCPS Classical Public Charter School in its establishment and ongoing operation.

With signature below, permission is hereby granted to complete the background and credit check of the

Individual above for Cecil Classical Public Charter

School.

I solemnly swear or affirm that the foregoing information provided by me for receipt of charter school status of Public Charter School is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial of charter school applications, or revocation of charter status of charter school by the Cecil County Board of Education.



4/9/2020
Date

Affidavit, Disclosure, Consent for Background and Credit Check

Instructions: Return this signed affidavit with the application. Include a copy of this form for all members of the founding group, Board of Directors, etc.

Name	DONNA CULBERSON			Social Security #	[REDACTED]
Street Address	[REDACTED]				
City	[REDACTED]	State	[REDACTED]	Zip	[REDACTED]
Phone	[REDACTED]	Date of Birth	[REDACTED]	Place of Birth	[REDACTED]

1. Have you ever been convicted or pleaded "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate, signed, notarized, and dated sheet.
[REDACTED]
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized, and dated.
[REDACTED]
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized, and dated sheet.
[REDACTED]
4. I hereby affirm and declare that I do not have any real or perceived conflict of interest, financial or otherwise, that would prevent me from serving impartially and ethically on the Board of Directors for the Legal Classical Public Charter School in its establishment and ongoing operation.

With signature below, permission is hereby granted to complete the background and credit check of the

Individual above for Cecil Classical Charter School Public Charter

School.

I solemnly swear or affirm that the foregoing information provided by me for receipt of charter school status of Public Charter School is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial of charter school applications, or revocation of charter status of charter school by the Cecil County Board of Education.



5/3/26
Date

Affidavit, Disclosure, Consent for Background and Credit Check

Instructions: Return this signed affidavit with the application. Include a copy of this form for all members of the founding group, Board of Directors, etc.

Name	KELLY SENGSTOCK			Social Security #	[REDACTED]
Street Address	[REDACTED]				
City	[REDACTED]	State	[REDACTED]	Zip	[REDACTED]
Phone	[REDACTED]	Date of Birth	[REDACTED]	Place of Birth	[REDACTED]

1. Have you ever been convicted or pleaded "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate, signed, notarized, and dated sheet.
[REDACTED]
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized, and dated.
[REDACTED]
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized, and dated sheet.
[REDACTED]
4. I hereby affirm and declare that I do not have any real or perceived conflict of interest, financial or otherwise, that would prevent me from serving impartially and ethically on the Board of Directors for the PEEL CLASSICAL Public Charter School in its establishment and ongoing operation.

With signature below, permission is hereby granted to complete the background and credit check of the

individual above for CECIL CLASSICAL Public Charter

School.

I solemnly swear or affirm that the foregoing information provided by me for receipt of charter school status of Public Charter School is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial of charter school applications, or revocation of charter status of charter school by the Cecil County Board of Education.



4-1-2024
Date

Affidavit, Disclosure, Consent for Background and Credit Check

Instructions: Return this signed affidavit with the application. Include a copy of this form for all members of the founding group, Board of Directors, etc.

Name	Norma Carey			Social Security #	[REDACTED]
Street Address	[REDACTED]				
City	[REDACTED]	State	[REDACTED]	Zip	[REDACTED]
Phone	[REDACTED]	Date of Birth	[REDACTED]	Place of Birth	[REDACTED]

1. Have you ever been convicted or pleaded "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate, signed, notarized, and dated sheet.
[REDACTED]
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized, and dated.
[REDACTED]
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized, and dated sheet.
[REDACTED]
4. I hereby affirm and declare that I do not have any real or perceived conflict of interest, financial or otherwise, that would prevent me from serving impartially and ethically on the Board of Directors for the Cecil Classical Public Charter School in its establishment and ongoing operation.

With signature below, permission is hereby granted to complete the background and credit check of the

individual above for Cecil Classical Public Charter

School.

I solemnly swear or affirm that the foregoing information provided by me for receipt of charter school status of Public Charter School is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial of charter school applications, or revocation of charter status of charter school by the Cecil County Board of Education.

Signature

Date 4/9/20

Affidavit, Disclosure, Consent for Background and Credit Check

Instructions: Return this signed affidavit with the application. Include a copy of this form for all members of the founding group, Board of Directors, etc.

Name	<u>Andrew Gains</u>			Social Security #	[REDACTED]
Street Address	[REDACTED]				
City	[REDACTED]	State	[REDACTED]	Zip	[REDACTED]
Phone	[REDACTED]	Date of Birth	[REDACTED]	Place of Birth	[REDACTED]

1. Have you ever been convicted or pleaded "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate, signed, notarized, and dated sheet.
[REDACTED]
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized, and dated.
[REDACTED]
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized, and dated sheet.
[REDACTED]
4. I hereby affirm and declare that I do not have any real or perceived conflict of interest, financial or otherwise, that would prevent me from serving impartially and ethically on the Board of Directors for the CECIL CLASSICAL Public Charter School in its establishment and ongoing operation.

With signature below, permission is hereby granted to complete the background and credit check of the

individual above for CECIL CLASSICAL Public Charter

School,

I solemnly swear or affirm that the foregoing information provided by me for receipt of charter school status of Public Charter School is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial of charter school applications, or revocation of charter status of charter school by the Cecil County Board of Education.

Applicant

4/26/26
Date

Exhibit 2

Cecil Classical Charter School

Policy Title: Conflict Resolution Policy with Chartering Authority

Adoption Date: 3/5/2026

Revision Date: TBD

Approved By: CCCS Board of Directors

Purpose

The purpose of this policy is to provide a clear framework for addressing and resolving workplace conflicts between Cecil Classical Charter School (CCCS) and the chartering authority of Cecil County Public Schools (CCPS) in a respectful, timely and constructive manner. Our goal is to maintain a positive working environment where all parties feel heard, valued and supported.

Scope

This policy applies specifically to the Board of Directors, the Executive Director and the Principal(s) of Cecil Classical Charter School and the Administration and School Board Members of Cecil County Public Schools.

Guiding Principles

1. **Respect** – All parties will be treated with dignity and fairness
2. **Confidentiality** – Discussions and records related to conflicts between the parties will be kept private, except where disclosure is required by law.
3. **Timeliness** – Conflicts will be addressed as soon as they arise to prevent escalation.
4. **Impartiality** – Resolutions will be sought without favoritism or bias, positive or negative.

Procedure

1. **Self-Resolution** – Parties are encouraged to address concerns directly with the other party in a respectful manner and in a forum that consists of the Board of Directors of CCCS and those individuals involved in the dispute from within the Charter School and from CCPS.
2. **Mediation** – A mediation session may become necessary with an unbiased third party should both CCCS and CCPS persons be unable to mutually agree to an acceptable solution.
3. **Formal Investigation** – If necessary, a formal investigation may be requested and conducted requiring parties involved to gather statements, evidence and any other documentation to support the reason for the dispute and the inability to reach a mutually acceptable resolution.
4. **Resolution & Follow up** – A resolution plan will be documented, and follow-up meetings will ensure the agreement is upheld.

Exhibit 2

Cecil Classical Charter School

Policy Title: Conflict Resolution Policy with Chartering Authority

Adoption Date: 3/5/2026

Revision Date: TBD

Approved By: CCCS Board of Directors

Non-Retaliation

Neither party, CCCS Board of Directors, Executive Director or Principal(s) as well as CCPS administration or Board of Education members will be subject to retaliation for raising a concern or participating in conflict resolution in good faith.

Review

This policy will be reviewed every two years or as necessary to ensure it remains effective and relevant.

Redacted

Exhibit 3 – Bylaws

Cecil Classical Charter School

Bylaws

PREAMBLE AND PURPOSE

Section 1. These Bylaws of Cecil Classical Charter School (hereinafter “Corporation”) are established to define the operating policies, procedures and rules for the conduct of the Corporation’s business.

The objective of Corporation is to organize, operate, and maintain, without profit to Corporation educational entities that provide charter education.

Section 2. PURPOSE. The corporation is organized exclusively for educational, scientific, and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The purposes shall be:

- (1) To create, develop and operate one or more charter schools based on the Classical method and philosophy or other educational philosophies;
- (2) Buy property or hold leases for the premises of such schools;
- (3) To oversee any fundraising activities aimed at providing funds for any of the above listed endeavors;
- (4) In general, to further and promote exclusively educational and scientific purposes and to perform other activities permitted by corporations under the General Laws of the State of Maryland, to the extent such activities are permitted of organizations which are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

ARTICLE I OFFICERS

Section 1. OFFICERS AND DUTIES. The officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. The officers shall serve as the Executive Board of the Board of Directors (respectively, President, Vice President, Secretary, and Treasurer). These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Corporation.

The officers are responsible for continuous review and evaluation of multiple measures for academic and nonacademic performance goals, organizational goals as well as goals related to the Corporation’s vision and mission. The officers shall establish standards for success in carrying out the Corporation’s mission. The officers shall be responsible for the publication and dissemination of information about the Corporation and shall monitor the activities of local, state, and federal authorities relevant to the mission.

In addition, these officers shall have all rights and obligations prescribed by Maryland law. Officers shall have the general supervision of the affairs of the Corporation between its meetings, make recommendations to the Corporation, and perform such other duties as are specified in these bylaws.

Section 2. TERM OF OFFICE. No officer shall hold more than one office at a time. One term lasts for four (4) years. These terms are renewable.

Section 3. REMOVAL. The removal of an officer requires a majority vote of three out of four (3/4) sitting officers.

Exhibit 3

Section 4. PRESIDENT: POWERS AND DUTIES. The President, who at the time of election must either be a current member of the Executive Board or have previously served on the Board, shall be the principal officer of the Corporation; shall, in general, supervise and be responsible for all the business of the Corporation; and shall:

- (a) Preside at meetings of members and the Executive Board.
- (b) Serve as an ex officio, non-voting member of all committees of the Corporation other than the Nominating Committee, including all special committees established by Executive Board, other than disciplinary committees.
- (c) See that orders and resolutions of the Executive Board are carried into effect.
- (d) Serve as the primary representative of the Corporation to the school district, the Head of School, the members, and external parties.

Section 5. VICE PRESIDENT: POWERS AND DUTIES. The Vice President shall assist the President in the performance of his or her duties. In the temporary absence or inability of the President to act, the Vice President shall fulfill the duties of the President.

Section 6. TREASURER: POWERS AND DUTIES. The treasurer shall be the principle financial officer of the Corporation, and shall:

- (a) Preside over meetings in the absence of the President and Vice President.
- (b) Perform duties of the Secretary in the absence or inability of the Secretary to act.
- (c) Be responsible for overseeing custody of corporation funds, ensuring accurate financial records are maintained, and that financial policies and procedures ensure proper segregation of financial duties and handling of corporate funds. This includes depositing all funds in the name of the Corporation in such banks, accounts receivable and payable of the Corporation, signing checks and other drafts requiring payment of money. May perform such other duties as may be authorized and directed by the Board from time to time.
- (d) Lead the preparation of the annual budget and regularly present financial results, keep an up-to-date account of all receipts and disbursements, which shall be open for inspection by the Board and auditors at all times. Give a report of account at each meeting of the Board and provide an annual report of all receipts and disbursements to the corporation at the annual meeting.
- (e) Engage an outside accounting firm to conduct an annual financial review and/or audit of the corporation.

Section 7. SECRETARY: POWERS AND DUTIES. The Secretary shall be the custodian of corporate records, and shall preside over meetings in the absence of the President, Vice President, and Treasurer. The Secretary shall keep the minutes of all meetings of the Board. He or she shall be responsible for the giving and serving of all notices of the Corporation, receiving an annual disclosure statements required by the Corporation's conflict of interest policy and shall perform all the duties customarily incidental to the office of the Secretary, subject to the control of the Board, and shall perform such other duties as shall from time to time be assigned by the Board.

Section 8. RESIGNATION. Any officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the office is a party.

Exhibit 3

Section 9. FILLING OFFICER VACANCIES. A vacancy in the office of President shall be filled for the unexpired term by the Vice President. A vacancy in the position of any other officer may be filled for the unexpired term by the Executive Board. No previous notice of intent to fill a vacancy shall be required before the vacancy can be filled at a regular meeting of the Board.

ARTICLE II DIRECTORS

Section 1. DIRECTORS AND DUTIES. Including the officers, there shall be no fewer than five (5) and no more than seventeen (17) directors. Directors that are not officers shall be referenced as Directors At-Large. These directors shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Corporation. In addition, these directors shall have all rights and obligations prescribed by Maryland law.

Section 2. NOMINATION PROCEDURE, TIME OF ELECTIONS. The sitting Board of Directors shall be responsible for nominating new directors for the regular elections or to fill vacancies on the Board as they arise. Candidates shall be selected from current Board members and/or members of the public who have submitted a resume to include their community activities and expressed an interest in serving on the Board of Directors. Nominations obtained by this process shall require the endorsement of a sitting Board member. All nominations shall require a second.

Section 3. ELECTION. Original Directors were elected from the volunteers present at the initial pre-formation meeting of the Corporation and at the subsequent meetings in 2025. Each sitting Director is entitled to vote for as many candidates as there are open seats. Cumulative voting is not permitted. Directors are permitted only one vote per candidate. A majority of the votes of directors present and voting will be required for the election of any candidate. The first election shall be in June 2025. Interim elections to fill vacancies may be held as required at a Regular meeting of the Board of Directors.

Section 4. TERMS OF OFFICE. Directors shall serve for four (4) years or until their successors are elected, and their term of office shall begin at the close of the meeting at which they are elected. Director seats are also subject to renewable terms.

Section 5. REMOVAL. Directors at large may be removed at the pleasure of the Board provided in the parliamentary authority.

Section 6. QUALIFICATIONS. Directors shall share in the vision of the Corporation and be willing to work on the business of the Corporation.

ARTICLE III MEETINGS

Section 1. REGULAR MEETINGS. The regular meetings of the Corporation shall be held on the second Thursday of each month unless otherwise decided by the Corporation. Regular meetings shall be held monthly during the first two (2) years of the Corporation's existence. After that, meetings will be held as necessary, but no less than annually.

Exhibit 3

Section 2. ANNUAL MEETINGS. The regular meeting occurring in December shall be known as the annual meeting and shall be for the purpose of electing officers, receiving reports of officers and committees, and for any other business that may arise.

Section 3. SPECIAL MEETINGS. Special meetings may be called by the President or by the Executive Board to conduct business between Regular Meetings. Directors shall have a minimum of five (5) business days' notice for these meetings.

Section 4. WORKING MEETINGS. Working meetings may be called at any time by any Director to conduct committee work or other work of the Board. No voting will take place at these meetings. Quorum. The presence of three-fourths (75%) of the Board of Directors shall constitute a quorum.

ARTICLE IV COMMITTEES

Section 1. PURPOSE AND PARTICIPATION. The following Committees may be established to facilitate and support the work of the Corporation. Non-board members may be invited by the board of directors to participate on any Committee. All non-board members shall be approved by the officers.

Section 2. AD HOC COMMITTEES. From time to time and as necessary, the Board may establish other committees in furtherance of the business of the Corporation.

ARTICLE V FOUNDING MEMBERS

A Founding Member shall be a person listed on the charter application for a given school, including those whose children may not have reached school age, for ten (10) years from the date of charter approval, regardless of whether a child is currently enrolled. A Founding Member shall be granted priority in admission for any charter school.

ARTICLE VI AMENDMENT OF BYLAWS

These bylaws may be altered, amended or repealed and a new bylaws may be adopted at any regular or special meeting of the Corporation's Officers by a majority vote.

ARTICLE VII CONTRACTS

In addition to the authority granted to the officers by these bylaws, officers may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and individual charter schools with the majority vote of approval from the Executive Directors.

ARTICLE VIII PARLIAMENTARY AUTHORITY

The rules contain in the current edition of Robert's Rules of Order Newly Revised shall govern the Corporation in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Corporation may adopt.

Exhibit 3

ARTICLE IX POLICIES AND PROCEDURES

The Board shall establish policies and procedures specific to the business of the Corporation which may be revised from time to time. Such policies and procedures will be shared with all Directors.

ARTICLE X CONFLICT OF INTEREST AND ETHICS

All Directors shall follow the Conflict of Interest policy set forth in Appendix A of IRS Form 1023. Annually, all Directors will sign a Conflict of Interest Statement and Disclosure of Affiliations. In the event any officer or member of the Corporation is or may be an officer, director, stockholder, employee, or has a financial interest in a corporation or other organization or entity with whom this Corporation shall enter into a contract or other transaction, or shall directly or indirectly be a party to or have an interest in any contract or transaction of the Corporation, the trustee or officer shall fully disclose such interest to the Board. After revealing any such interest, such member or officer shall abstain from voting on any question in reference to said contract or transaction.

ARTICLE XI FISCAL YEAR

The Corporation operates under a fiscal year of July 1 through June 30.

ARTICLE XII COMPENSATION

Officers shall not be compensated for their service on the Board for the Corporation. They may approve repayment for any expenses incurred by an authorized party in connection with the performance of his or her duties. Consistent with the Conflict of Interest policy, the Secretary will record in writing the decision made by any individual who decided or voted on compensation arrangements. Compensation of Directors, Employees, Consultants and Independent Contractors will be based on information about compensation paid by similarly situated taxable or tax-exempt organization for similar services, current compensations surveys compiled by independent firms, or actual written offers from similarly situated organizations. The Secretary will record in writing both the information on which the board relied to base the decision and its source.

ARTICLE XIII

Section 1. PERSONAL LIABILITY

The officers, directors and any such member of the Corporation shall not be personally liable for any debt, liability, or obligation of the Corporation. All persons, corporation or other entities extending credit to, contracting with, or having any claims against the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim or for the payment, of any debt,

Exhibit 3

damages, judgment, or decree, or of any money that may otherwise become due or payable to them from the Corporation.

Section 2. INDEMNIFICATION

Indemnification of Directors and Officers: The Corporation shall indemnify its directors and officers to the fullest extent permitted by law against all expenses (including legal fees) incurred in good faith while acting in their capacity as directors or officers, except where such conduct involved gross negligence, intentional misconduct, or knowing violation of law.

ARTICLE XIV DISPOSITION OF ASSETS

Upon dissolution of the Corporation, any assets remaining shall be disposed of in strict compliance with the requirements of Section 501(c)(3) of the Internal Revenue Code.



Exhibit 4 – Conflict of Interest Policy

Cecil Classical Charter School Incorporated

Policy Title: Conflict of Interest Policy

Adoption Date: 12/28/2025

Revision Date: 03/05/2026

Approved By: CCCS Board of Directors

1. Purpose

The purpose of the conflict-of-interest policy is to protect Cecil Classical Charter School's tax-exempt interest when entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Cecil Classical Charter School 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.

2. Definitions

- a. **Interested Person** - Any director, principal officer, or member of a committee with governing board delegated powers, who has direct or indirect financial interest, as defined below, is an interested person.
- b. **Financial Interest** - A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - An ownership or investment interest in any entity with which Cecil Classical Charter School has a transaction or arrangement,
 - A compensation arrangement with Cecil Classical Charter School or with any entity or individual with which the charter school has a transaction or arrangement, or
 - A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Cecil Classical Charter School 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.**

3. Procedures

- a. **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.

b. **Determining Whether a Conflict of Interest Exists** - After disclosure of the financial interest and all material facts, and after any discussion with them, the interested persons 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.

c. **Procedures for Addressing the Conflict of Interest**

i. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, they shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

ii. 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.

iii. After exercising due diligence, the governing board or committee shall determine whether the Cecil Classical Charter School 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.

iv. If a more advantageous transaction or arrangement isn't 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 best interest of Cecil Classical Charter School, 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 Conflict-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.

5. 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 boards or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the people 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.

6. Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from Cecil Classical Charter School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Cecil Classical Charter School for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly from Cecil Classical Charter School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

7. Annual Statements

Each director, principal officer, and member of a committee with delegated powers, shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict-of-interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands Cecil Classical Charter School is charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

8. Periodic Reviews

To ensure Cecil Classical Charter School 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 Cecil Classical Charter School'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.

9. Use of Outside Experts

When conducting the periodic reviews, Cecil Classical Charter School 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.

Exhibit 5 – Student Enrollment

Cecil Classical Charter School

Policy Title: Student Enrollment

Adoption Date: 3/5/2026

Revision Date: TBD

Approved By: CCCS Board of Directors

1. Purpose

Cecil Classical Charter School will admit each student between the age of five (5) and twenty-one (21) without the payment of tuition provided that the student meets one or more of the following criteria:

A. Lives with a parent or legal guardian who is a bona fide resident of Cecil County.

B. Is emancipated by the court or is of majority age and is a bona fide resident of Cecil County.

C. Has been placed in a foster home or residential facility in Cecil County by a state agency, a student placement agency licensed under Section 5-507 of the Family Law Article or pursuant to an order of the court;

D. Lives with a person ("qualified caretaker") other than a parent or legal guardian who is a bona fide resident of Cecil County. The parent or legal guardian must be a bona fide resident of Cecil County. To qualify as a "qualified caretaker" a resident must have reached the age of majority and agree to take responsibility for the child in question;

E. Lives with a family member or relative who is a resident of Cecil County other than the parent or legal guardian as defined in Section 4-122.1 ED. "Informal Kinship Care" Annotated Code of Maryland. The parent or legal guardian must be a bona fide resident of Maryland;

F. Lives with a qualified caretaker who is a resident of Cecil County and the parent or guardian is not a resident of Maryland or does not qualify under "Informal Kinship Care" provisions and the parent or legal guardian has relinquished legal guardianship to the qualified caretaker through the court.

2. Qualifications for Residency

A student is a bona fide resident for school enrollment purposes provided the primary purpose for the student's presence in Cecil County is not to attend school. Bona fide residency will be determined on a case by case basis; the burden of establishing bona fide residency is on the student and his/her caretaker or parents or legal guardians.

Exhibit 5

A. The factors which will be considered in determining that the primary purpose for the student's presence in Cecil County is not to attend school include, but are not limited to:

1. Death, serious illness, or incarceration of the child's parents or legal guardians;
2. Abandonment of the student;
3. Child abuse or neglect;
4. Physical or mental condition of the student's parents or legal guardians such that they cannot provide for the care and supervision of the student in an adequate fashion;
5. Deteriorating or unstable family relationships or other conditions in the home of the student's parents or legal guardians having a detrimental effect on the student;
6. Family or child established as homeless;
7. Financial circumstances of the student's parents or legal guardians making it a hardship for them to provide adequately for the student's care and supervision;
8. The student's parents or legal guardian present documents that show they will be moving into the county within the semester for which enrollment is sought;
9. Any other pertinent factors.

B. The factors which will be considered to show the primary purpose for the student's presence in Cecil County is to attend school are:

1. Presence in Cecil County solely for improved quality of education;
2. Presence in Cecil County solely because of adverse conditions in or dissatisfaction with the student's prior school system;
3. Parents or legal guardian placing the student with caretaker only for the convenience of the parents;
4. Presence in Cecil County as a result of being suspended on an extended basis or expelled from former school.

3. Eligibility for Enrollment

The Cecil County Board of Education shall use the following procedure to determine whether the student is a bona fide resident of Cecil County:

A. The caretaker and the student's parents or legal guardians shall provide the school with information to establish the student's bona fide residence in Cecil County. Such information shall be reviewed by the Director of Student and School Safety.

B. The Director of Student and School Safety, within a reasonable amount of time, shall notify the student, the caretaker, and the parents or legal guardians in writing of the determination as to whether the student is a bona fide resident of Cecil County. They shall be advised of their right to appeal the decision of the Director of Student and School Safety to the Superintendent of Schools. The Superintendent of Schools shall respond to said appeal in a reasonable amount of time and shall advise the student,

Exhibit 5

caretaker, and the parents or guardians, of their right to appeal his determination to the Board of Education within (30) days in accordance with Section 4-205 of the Education Article.

C. The Board of Education shall hear the appeal by conducting a hearing in which the interested parties are afforded the rights to representation by counsel and recordation of the hearing, the opportunity to inspect the student's personnel file as related to residency prior to the hearing, the opportunity to examine and cross-examine witnesses, and a written decision based upon the testimony of the witnesses and documents produced. If the decision of the Board is that the student is not a bona fide resident, the Board shall make specific findings as per the factors set forth in paragraph 2 and shall advise the student, the caretaker, the parents or legal guardians of their right to appeal to the State Board of Education.

D. Cecil County Public Schools, through the procedure set forth above, may review a student's status each school year to determine whether there has been a change in the student's status or sooner if the school system becomes aware that the student's circumstances have changed.

4. Payment of Tuition:

A. Upon the finding by the Director of Student and School Safety, the Superintendent of Schools, the Cecil County Board of Education, or the State Board of Education that the student is a bona fide resident of Cecil County, the student shall be admitted to the Cecil County Public Schools without payment of tuition.

B. During the pending review process set forth in Paragraph 3 A to C, above, through the issuance of a decision by the Board of Education, the student shall be admitted to the Cecil County Public Schools without payment of tuition.

C. If an appeal is taken to the State Board of Education from the Cecil County Board of Education's decision, the student will be allowed to remain enrolled in Cecil County Public Schools, pending appeal (1) provided that tuition for the school year or part thereof retroactive to the first day of the student's attendance is paid within thirty days of the issuance of the Board of Education's decision, or (2) without the payment of tuition if the caretaker's net household income is less than two (2) times the federal poverty income guidelines. For purposes of this section, the student shall be included as a member of the household.

D. If the State Board of Education reverses the decision of the Cecil County Board of Education, any and all tuition paid pursuant to paragraph IV C above shall be refunded.

Exhibit 5

5. Caretakers

A qualified caretaker will not be required to obtain legal guardianship of a child who is a bona fide resident of Cecil County for tuition-free admission to school. However, if the qualified caretaker does not obtain legal guardianship of the student, the parents or legal guardian, where possible shall provide written authorization for the qualified caretaker to exercise all responsibilities attendant to the education of the student, including but not limited to, having access to the student's educational records, giving consent in educational and school-related matters concerning the student, including disciplinary actions and proceedings, and giving consent for emergency medical treatment in the event that the student is injured while on school premises or under the supervision of school employees. In any event the caretaker shall acknowledge that said caretaker is a person responsible for the student and for dealing with the matters set forth in this paragraph.

6. Non-Residents

No provision of this policy negates the right of the Cecil County Public Schools to levy a tuition fee for students attending Cecil County Public Schools while not a bona fide resident.

7. Registration of Children Affiliated with Social Service Agencies

When a Social Services agency wishes to enroll a student under its care either within or into Cecil County Public Schools, it is important that the established MOU is followed between Cecil County Public Schools and the Child Welfare Agency (CWA). The following procedures are the general guidelines of the MOU in order to assure the most appropriate school placement for the child:

- A. The CWA point of contact or caseworker will immediately notify the LEA Foster Care Liaison for the school of origin and also the LEA Foster Care Liaison of the local zoned school when a student is placed in foster care or a student's out-of-home placement changes.
- B. This notification prompts the need for a best interests/determination by the CWA in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
- C. For each student in an out-of-home placement, the presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
- D. The best interests determination must occur within five (5) business days of the student's placement in foster care or the change of the out-of-home placement.

Exhibit 5

- E. The CWA shall seek the LEA's input in the best interest decision through the LEA Foster Care Liaison or other school of origin representative, such as a school counselor, classroom teacher, school social worker, school psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.
- F. The CWA shall consider the student's preference in making the best interest decision, if appropriate.
- G. The CWA shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interest determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but are not limited to: the parent, current and prior custodians, the student's attorney, parent surrogate for educational decisions, if applicable, and any other significant person who has knowledge of the student.
- H. Participation in the best interest determination process may occur through in person meetings, phone calls, teleconferences, email, or other electronic means.
- I. The student shall remain enrolled in the school of origin until a best interest determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the CWA.

Exhibit 6 – Staffing Chart

CECIL CLASSICAL CHARTER SCHOOL INC. STAFFING CHART

TITLE	Year 1	Year 2	Year 3	Year 4	Year 5	DESCRIPTION
Executive Director	1	1	1	1	1	Oversee all operations of the school. Serves as liaison between the Board of Directors and CCCS. Ensure mission and vision are upheld. Federal and State laws are followed, school is following the charter and attends Board of Director meetings as a non-voting member.
Principal	1	1	1	1	1	Responsible for supervising all staff, developing curriculum, ensuring student success, and maintaining a safe learning environment. CCCS expectations also require the principal to communicate with teachers daily and address all student behavior issues that result in a disruption to instructional time for the rest of the students in the class. Additional duties require coordinating with the Executive Director, ensuring CCCS mission and vision are upheld throughout the school, coordinating professional development, supervising student assessments, managing teacher evaluations, enforces disciplinary policies and daily schedules, ensures school is complying with all State and Federal regulations and the charter, and attends Board of Director meetings as a non-voting member.
Office Staff	2	2	2	2	2	Provides administrative support to the Executive Director, Principal and school staff. Responsible for visitor management; FARM designee for food service operations and coordination; enrollment; communication with visitors, staff, families and volunteers.
Guidance Counselor	1.	1.	1.	1	1	Works with school staff to identify and address barriers to learning, provides information on social and mental health topics. Provides transition counseling to middle school students in preparation for high school.

Exhibit 6

CECIL CLASSICAL CHARTER SCHOOL INC.
STARTING CHART

TITLE	Year 1	Year 2	Year 3	Year 4	Year 5	DESCRIPTION
IT	0.25	0.25	0.25	0.25	0.25	Will utilize CCPS IT through buy back program if available.
Custodian	1	1	1	1	1	Provides daily custodial duties, to include identifying safety and security needs. Provides routine maintenance of the facility.
Nurse	1	1	1	1	1	Provides health services to CCCS students in accordance with all applicable laws, rules and regulations.
Reading Specialist	1	1	1	1	1	Works as a liaison between students, parents & teachers to provide individualized support to students. Works to attain the best possible educational outcome for students, providing specialized services to those students struggling academically with reading. Continuously seeks training in area of instruction and assists in training school staff.
Math Specialist	1	1	1	1	1	Works as a liaison between students, parents & teachers to provide student support. Provides best possible educational outcome for students, specialized services to those students struggling academically, continuously seeks training in area of instruction and assists in training school staff.
PT/OT/ST	PRN	PRN	PRN	PRN	PRN	(PRN=as needed) Services will be provided as needed by either CCPS or through a contracted therapy service.
Mental Health Professional	PRN	PRN	PRN	PRN	PRN	(PRN=as needed) CCCS will enter into an agreement with Advanced Psychiatric Services, LLC to provide mental health services for our students. This will allow continuity of care for those students at CCPS currently receiving services from this provider.
Bookkeeper	1	1	1	1	1	Keeps records of all funds & invoices received, & payments issued. Prepares financial documents, reconcile bank accounts, assists with budget preparation & compliance, maintains GAAP compliance.

Exhibit 6

CECIL CLASSICAL CHARTER SCHOOL, INC.
STAFFING CHART

TITLE	Year 1	Year 2	Year 3	Year 4	Year 5	DESCRIPTION
Kindergarten Teacher	2	2	2	2	2	Responsible for the instruction of CCCS Kindergarten students. Organize instructions to align with the Trivium, including incorporating project-based learning. Responsible for student assessment.
1st Grade Teacher	2	2	2	2	2	Responsible for the instruction of CCCS First Grade students. Organize instruction to align with the Trivium, including incorporating project-based learning. Responsible for student assessment.
2nd Grade Teacher	2	2	2	2	2	Responsible for the instruction of CCCS Second Grade students. Organize instruction to align with the Trivium, including incorporating project-based learning. Responsible for student assessment.
3rd Grade Teacher	2	2	2	2	2	Responsible for the instruction of CCCS Third Grade students. Organize instruction to align with the Trivium, including incorporating project-based learning. Responsible for student assessment.
4th Grade Teacher	2	2	2	2	2	Responsible for the instruction of CCCS Fourth Grade students. Organize instruction to align with the Trivium, including incorporating project-based learning. Responsible for student assessment.
5th Grade Teacher	2	2	2	2	2	Responsible for the instruction of CCCS Fifth Grade students. Organize instruction to align with the Trivium, including incorporating project-based learning. Responsible for student assessment.
6th Grade Teacher	0	2	2	2	2	Responsible for the instruction of CCCS Sixth Grade students. Has strong knowledge of the classical education model and selected curriculum as it relates to math, geography, history, and science topics taught at the corresponding grade level. Able to organize instruction to align with the Trivium, including the addition of project-based learning. Responsible for student assessment. Each position specializes in two of the following four areas to ensure coverage of each: Science, English, Math, and History.

Exhibit 6

CECIL CLASSICAL CHARTER SCHOOL INC. STAFFING CHART

TITLE	Year 1	Year 2	Year 3	Year 4	Year 5	DESCRIPTION
7th Grade Teacher	0	0	2	2	2	Responsible for the instruction of CCCS Seventh Grade students. Has strong knowledge of the classical education model and selected curriculum as it relates to math, geography, history, and science topics taught at the corresponding grade level. Able to organize instruction to align with the Trivium, including the addition of project-based learning. Responsible for student assessment. Each position specialized in two of the following four areas to ensure coverage of each: Science, English, Math and History.
8th Grade Teacher	0	0	0	2	2	Responsible for the instruction and student assessment of CCCS eighth-grade students. Has strong knowledge of the classical education model and selected curriculum related to math, geography, history and science topics taught at the corresponding grade level. Instruction and project-based learning must align with the Trivium. Each position specialized in two of the following four areas to ensure coverage of each: Science, English, Math and History.
Art Teacher	1	1	1	1	1	Provides instruction to all grades in Art and Art History. Must align instruction with the time period being studied by students in other subjects. Manages and works with teachers on various medium projects created in the makerspace.
PE/Health Teacher	1	1	1	1	1	Provides instruction on physical education, wellness and healthy lifestyle choices to students through physical activity, sports, nutrition and other instruction. Manages greenhouse.
Music Teacher	1	1	1	1	1	Provides instruction in Music and Music history. Tailors instruction to time period being learned in history. Instrumental instruction for various grade levels.

Exhibit 6

CECIL CLASSICAL CHARTER SCHOOL STAFFING REPORT

TITLE	Year 1	Year 2	Year 3	Year 4	Year 5	DESCRIPTION
Special Ed Teacher	1	1	1	1	1	Provides instruction to students struggling with learning disabilities. Uses alternative instructional methods as required to meet student needs.
Latin Teacher	0.5	0.5	1	1	1	Instructs all grades in the Latin language and its relation to history and various subject matter with provided curriculum and texts.
Spanish Teacher	0.5	0.5	1	1	1	Instructs all grades in Spanish language, history and culture with provided curriculum and texts.
Paras	12	14	16	18	18	Classrooms will be staffed with a paraprofessional to assist teachers. Parents or volunteers are also encouraged to provide additional classroom assistance. We believe involved parents who reinforce classical learning or a supportive community member that values education will play an active role in providing the teacher with extra assistance but also mentoring the students. Parents & community volunteers will also play an active role in supervising clubs, activities, & enrichment programs that reflect classical education ideals.

Exhibit 7

Policy Title: Random Lottery Policy

note: includes eligibility requirements and enrollment overview

Adoption Date: 03/05/2026

Revision Date: TBD

Approved By: CCCS Board of Directors

1. Purpose

The purpose of this policy is to establish clear, consistent, fair, equitable, and transparent procedures for student enrollment at Cecil Classical Charter School (CCCS).

CCCS is open to all students residing in Cecil County who are eligible for kindergarten through 5th grade at the start of the 2027–2028 school year. Each subsequent year, CCCS will add one grade level until reaching full capacity at grade 8.

2. Eligibility and Qualifications

2.1 CCCS enrolls students without regard to race, ethnicity, gender, religion, English proficiency, or physical or cognitive ability.

2.2 Enrollment eligibility is determined in accordance with COMAR 13A.08.01.02. For the 2027–2028 school year, students must:

- Reside in Cecil County
- Be eligible for kindergarten through 5th grade
- Be at least 5 years old on or before September 1, 2027

2.3 Each subsequent year, CCCS will add one additional grade level until grade 8.

2.4 Additional eligibility provisions:

- Children placed in foster care in Cecil County are eligible to enroll.
- Homeless children residing in a Cecil County shelter are eligible to enroll.
- No additional criteria for acceptance will be used.

3. Enrollment Overview

3.1 CCCS will admit all students who wish to attend, provided the school has the capacity to serve them, consistent with Maryland Education Article §9-102.

3.2 If the number of applicants exceeds available seats in any grade level, enrollment will be determined through a random lottery process.

3.3 Enrollment procedures include:

- a. Registration requirements consistent with Board policy (proof of age, residency, and immunization).**
- b. Application of priority enrollment categories defined in this policy.**
- c. Compliance with state and county attendance policies, including:**
 - Regular attendance per COMAR 13A.08.01.01**
 - Lawful absences excused by the CCCS Principal (Md. Code, Educ. §7-301)**
 - Reporting students absent without lawful cause for 20% or more of the school year to the Superintendent (Md. Code, Educ. §7-302)**

3.4 Once enrolled, students advance to the next grade level annually and do not need to reapply.

4. Priority Enrollment Categories

Priority enrollment will be granted in the following order:

4.1 Children or grandchildren of CCCS Board members, CCCS staff (including educators), and founding families listed in the initial charter application, as permitted by law. Seats may be reserved for children not yet of school age for their future enrollment year.

4.2 Siblings of currently enrolled students.

4.3 All remaining applicants, who will be selected through the random lottery process described in Section 5. Parents/guardians must list all children they intend to enroll on the application. Families not covered under priority categories will receive notice of the lottery meeting at least 30 days in advance.

4.4 Each year, CCCS will identify the number of open seats and assign each applicant family a lottery number.

5. Lottery Procedures

If eligible applicants exceed available seats, CCCS will conduct a fair and transparent public lottery using the following procedures:

5.1 The lottery date will be publicly announced on the CCCS website and on social media platforms. Parents, guardians and members of the community are welcome to attend the live lottery.

5.2 A random, computerized selection system will be used. CCPS and CCCS personnel will determine the logistics of the lottery process. Software such as Lotterease may be used to ensure impartiality and legal compliance.

5.3 A notary public will conduct the random selection at the public meeting.

5.4 When a family's number is selected, all siblings included on the application will be offered enrollment, provided seats are available in the applicable grade level.

5.5 After all available seats are filled, the lottery will continue to generate a ranked waiting list for use if seats become available during the school year.

5.5 Records of the lottery process, including applicant lists, lottery results, and waitlist order, will be maintained by the school in accordance with applicable record retention requirements.

6. Notification of Results

Families will be notified of lottery results within three (3) days of the lottery.

7. Orientation and Acceptance

7.1 CCCS will host an annual orientation for families selected for enrollment. The orientation will include:

- Review of school policies and procedures
- Expectations for students and families
- The Parent/Student Handbook
- Explanation of family commitment and participation expectations

7.2 If a family determines that CCCS is not a suitable fit, the open seat will be offered to the next family on the ranked waiting list.

8. Attendance Alignment

This policy aligns with CCPS attendance standards and supports a culture of accountability, engagement, and consistent school participation.

Exhibit 8 – S.M.A.R.T. Goals

Cecil Classical Charter School Inc.
S.M.A.R.T. Chart

GOAL	S SPECIFIC	M MEASURABLE	A ACHIEVABLE	R RELEVANT	T TIME-BOUND
Student ELA and Math Proficiency	Ensure that the percentage of students that score at or above proficiency in English Language Arts (ELA), mathematics & science on the state standard tests meets or exceeds the county average.	Analyze annual testing data & compare proficiency rates with state & district averages. Results will be published in the Maryland Report Card.	Implement targeted interventions, provide teacher training, & incorporate formative assessments to identify & address gaps in learning.	Demonstrating strong academic outcomes is essential to fulfilling the school's mission and maintaining charter accountability.	Achieve this benchmark by the end of the third academic year 2030.
Measurement and Reporting of Student Performance	Students will take the appropriate DIBELS assessments for their grade level; the results will be published without student identifying data.	Include metrics such as test scores, attendance rates, retention rates, & survey results on the dashboard.	Use existing student information systems and survey tools to compile data efficiently.	Transparency builds trust & shows the school's commitment to accountability.	Launch the dashboard by the end of the first academic year 2028.
Measurement and Reporting of Student Classical Proficiency	Academic performance will be monitored to ensure achievement in the standards of classical education in grammar (content knowledge), logic (analysis & critical thinking) & rhetoric (communication skills) in all the core subjects.	Students will take the annual Classical Learning Test (CLT).	Provide professional development for teachers on integrating classical methods and align instructional materials with benchmarks.	Student mastery of classical education principles is the foundation of the school's academic philosophy.	Achieve this by the end of each academic year, starting in the first year 2028.

Exhibit 8

Cecil Classical Charter School Inc. S.M.A.R.T. Chart

GOAL	S SPECIFIC	M MEASURABLE	A ACHIEVABLE	R RELEVANT	T TIME-BOUND
Measurement of Student Singapore Math Performance	As part of the reporting of student academic performance through the public dashboard, add Singapore Math test results to provide national & comparison data.	Students will take the standardized Dimensions Singapore math mid-year and end of year assessments	Use existing student information systems and survey tools to compile data efficiently.	Transparency builds trust and demonstrates the schools commitment to accountability.	Launch the dashboard by the end of the first academic year 2028.
Student Academic Involvement	Foster a culture of excellence by having 100% of students participate in academic competitions, class projects, arts, music, or community service projects.	Teachers will be responsible for tracking student participation & ensuring that at least one academic project/competition is completed by each student annually.	Integrate competitions and projects into the curriculum and provide logistical support for students and families.	Cultivating high expectations aligns with the schools mission of producing well-rounded, high achieving students.	Achieve 100% participation rates by the end of year two 2029.
Balanced Budget and Financial Sustainability	Maintain a balanced budget for the school so operating costs do not exceed revenue; maintain a minimum reserve fund for three months of operating costs.	Conduct quarterly financial audits & budget reviews, with an annual financial report tracking revenue, expenses, & reserves.	Implement cost-control measures budget forecasting, and financial oversight to ensure sustainability.	A balanced budget is essential for the school's long-term stability and mission fulfillment.	Achieve a balanced budget for the initial five year term, including three months of expenses in reserve.

Exhibit 8

Cecil Classical Charter School Inc. S.M.A.R.T. Chart

GOAL	S SPECIFIC	M MEASURABLE	A ACHIEVABLE	R RELEVANT	T TIME-BOUND
Efficient Resource Allocation	Allocate at least 85% of the budget directly to instructional programs, student services, and classroom resources.	Track budget distribution through quarterly financial statements & annual budget reports.	Conduct annual cost-benefit analyses to optimize spending & identify areas for savings.	Prioritizing spending enhances student achievement and supports the school's academic mission.	Implement & maintain this allocation standard by the end of the second academic year 2028-2029.
Financial Transparency and Accountability	Publish annual financial report with revenue, expenses & reserves. Hold at least two public financial review meetings per year.	Maintain publicly accessible financial documents and report key financial metrics at board meetings.	Utilize existing accounting systems and financial reporting tools to streamline the process.	Transparency builds trust with parents, donors & stakeholders, ensuring continued support of the school.	Launch the first public financial report by end of the academic year 2027-2028 & maintain annual updates.
Annual Fundraising Campaigns	Raise at least \$50,000 annually through community donations, corporate sponsorships, and grants.	Track fundraising efforts through donor records, event revenue, and grant funding reports.	Host at least two major fundraising events per year and establish a donor recognition program.	Consistent fundraising supports academic programs, scholarships, and extra-curricular activities.	Reach the \$50,000 fundraising target by the second year 2028-2029 and increase by 10% annually.
Grant Acquisition and Expansion	Secure three competitive grants annually to support academic, staff development, & building improvements.	Use a grant tracker to monitor submissions, approvals, & funding received.	Develop a grant-writing team or hire a part-time development officer.	Grant funding supplements operational costs and enhances educational opportunities.	Obtain the first major grant within the first year & secure three grants annually thereafter.

Exhibit 8

Cecil Classical Charter School Inc. S.M.A.R.T. Chart

GOAL	S SPECIFIC	M MEASURABLE	A ACHIEVABLE	R RELEVANT	T TIME-BOUND
Parent Satisfaction	CCCS will increase parent satisfaction by enhancing communication, academic support, and school culture to ensure families feel engaged and valued.	Parent satisfaction will be evaluated biannually through surveys measuring satisfaction, communication, & curriculum, with a goal of achieving at least 85% satisfaction.	CCCS will implement quarterly parent meetings, monthly newsletters, & teacher-led curriculum workshops to address concerns proactively.	Strengthening parent satisfaction aligns with CCCS's mission of a collaborative educational environment, where families play an active role in supporting classical education.	By the end of the academic year, CCCS will achieve 85% or higher satisfaction as measured by survey responses, with results used to guide continuous improvements.
Teacher Professional Development	Teachers will apply learned strategies in their classrooms, to demonstrate improved student engagement & critical thinking skills in at least 80% of observed lessons.	Measured by administrator observations and peer feedback.	Monthly professional development time built in to the school calendar; optional instructor-led workshops during the summer.	Two professional development workshops focused on classical education pedagogy & differentiated instruction.	By the end of the 2027-2028 school year, 100% of CCCS teachers will participate in at least 2 professional development workshops focused on classical education pedagogy & differentiated instruction.

Exhibit 9 – English Learner Plan

Cecil Classical Charter School English Language Learner Plan

Cecil Classical Charter School is committed to providing high-quality, standards-aligned instruction to English learners (EL's) while maintaining the rigor and content of a classical curriculum. The program's goal is to ensure EL's attain English proficiency, access grade-level classical content, and meet Maryland academic standards in compliance with COMAR 13A.05.07.

Identification and Placement

CCCS will initiate a Home Language Survey at the time of enrollment for every student. Any response that indicates a language other than English will trigger an EL referral. Students identified by the survey will receive an initial English proficiency screening using the WIDA Screener (or WIDA K Screener for kindergarten) within the required timeline according to State regulations. Screening results will be documented, and parents will be notified in a language they can understand when possible. Placement decisions are based on WIDA proficiency scores and teacher input; EL students are placed in grade-level classrooms with targeted English language development supports.

Program Model and Instruction

CCCS will operate a Structured English Immersion model augmented by sheltered-content instruction strategies (e.g., SIOP) so EL's are able to participate in the full classical curriculum. Instruction will be designed to make content designed to make content understandable while developing listening, speaking, reading, writing, vocabulary, and grammar skills. EL's will receive daily targeted English language development. Instructional time will vary by grade with adjustments made based on student needs.

Teachers will use scaffolds such as modified texts, visuals, pre-teaching of vocabulary, and native language supports when available to allow exposure to classical content in the grammar and logic stages. Small group push-in or pull-out support and co-teaching will be provided when appropriate to accelerate language acquisition without reducing access to core classical courses.

Assessment, Progress Monitoring, and Reclassification

EL's will participate in Maryland State assessments with appropriate accommodations. The state-administered WIDA ACCESS will be given annually to measure growth in

student proficiency.

Local benchmark and formative assessments aligned to the classical curriculum will be used to monitor academic progress. Individual language plans will be created and updated to document annual and interim language services received, objectives and services required.

CCCS will follow the State criteria using the WIDA exit threshold and documented classroom academic performance by teacher(s) to determine those students who can be reclassified to Fluent English Proficient. EL students will continue to be monitored for two years after reaching English proficiency and will be provided appropriate interventions if any struggles should occur.

Parental Notification and Family Involvement

CCCS parents will receive timely notification if their child is identified as requiring EL placement, program options, instructional model, and exit criteria in a language they can understand when it is feasible. CCCS will provide regular progress reports, will invite families to conferences and workshops, and support parental participation.

Staffing and Professional Development

CCCS will designate an EL educator who will be responsible for program compliance, assessment scheduling, parent notifications, staff assignments, and recordkeeping. CCCS will require EL staff to hold appropriate endorsements or certification. All classroom teachers will receive training in sheltered instruction, WIDA standards, and strategies for integrating EL's into the classical curriculum. Ongoing professional development will be scheduled annually and documented.

Accommodations, Special Education Coordination, and Civil Rights

Classroom and testing accommodations (extended time, simplified directions, bilingual glossaries, etc.) will be provided in compliance with Maryland regulations. All student accommodations will be documented in IEPs as appropriate.

CCCS will coordinate EL and special education processes to ensure language needs are not mistaken for disabilities and that IEP teams include EL expertise when relevant. This program ensures nondiscriminatory access to curricular and extracurricular opportunities for all students and aids and language support for parents of EL students to safeguard civil rights.

Program Administration, Documentation, and Accountability

The EL coordinator will maintain records required according to COMAR regulations

which will include home language surveys, screening results, WIDA scores, placement and exit documentation, individual learning plans (ILP's), parental notifications, accommodation logs, and professional development records. CCCS will set measurable annual targets for English proficiency growth, reclassification rates, and academic achievement for EL's and reports program outcomes to the Executive Director and Principal to be reported to the Board of Directors. Data-driven program reviews and annual updates will ensure continuous improvement for the students of CCCS.

Implementation and Supports

Upon opening CCCS the Principal will appoint a certified EL coordinator adopt HLS (Home Language Survey) and screening timelines, obtain WIDA materials, create ILP templates, provide sheltered instruction observation protocol (SIOP) and WIDA training for staff, notify parents of EL rights and services, schedule English language development (ELD) and sheltered instruction, and establish data tracking systems for WIDA and academic indicators.

Individual Language Plans for each English learner must specify demographic information, screening and ACCESS dates and scores, current proficiency, measurable language objectives for listening, speaking, reading and writing; services to be delivered including frequency, duration and delivery model; accommodations; staff responsible for the plan; and review dates.

Compliance Statement

This EL education program is designed to comply with Maryland COMAR 13A.05.07 requirements for identification, services, parental notification, assessment participation, and documentation while preserving the integrity and rigor of a classical curriculum.

Educational Plan for Students with Disabilities

I. Educational Philosophy and Program Design

Cecil Classical Charter School (CCCS) is committed to ensuring that all students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) consistent with federal and Maryland law. The program reflects compliance with:

- IDEA
- Section 504 & ADA
- Maryland Education Article §8-401–8-415
- COMAR 13A.05 (Special Education Regulations)

II. Alignment with Cecil County Public Schools (LEA)

As a charter authorized by Cecil County Public Schools (CCPS):

- The school operates as a public school under the LEA and must comply with all applicable laws
- The school will coordinate with CCPS for:
 - Child Find
 - High-cost placements
 - Compliance monitoring
 - Data submission to MSDE

III. Identification and Evaluation (Child Find)

The school will implement a comprehensive Child Find process to identify students K–8 who may require special education.

Identification Methods will include:

- Universal academic and behavioral screenings
- Teacher referrals
- Parent referrals
- MTSS data review

Maryland Timelines

CCCS will comply with the timelines as mandated under COMAR regulations

Requirement	Timeline
Evaluation completed	Within 60 days of consent
Total process	Within 90 days of referral
IEP developed	Within 30 days of eligibility

IV. Multi-Tiered System of Supports (MTSS)

Tier 1

- **Standards-based core instruction**
- **Differentiated teaching**
- **Universal Design for Learning**

Tier 2

- **Small-group interventions**
- **Reading/math intervention programs**
- **Biweekly progress monitoring**

Tier 3

- **Intensive individualized supports**
- **Weekly data review**
- **Referral to IEP team if needed**

V. Individualized Education Programs (IEPs)

IEPs will comply fully with **COMAR 13A.05.01**.

Required Components will include:

- **Current levels**
- **Measurable goals**
- **Services and supports**
- **Least restrictive environment (LRE) justification**
- **Transition plans beginning at age 14**

Parent Engagement Requirements:

- **IEP Meeting notice will be issued 10 days prior to scheduled meeting date**
- **A copy of the draft IEP will be issued 5 days prior to the meeting. The IEP will include:**
 - **Student name**
 - **Grade**
 - **Specific disability**
 - **Current level for each disability**
 - **Difficulties resulting in current level**
 - **Stated goals for each disability are to include services required and the duration for each**

- o The specific accommodations required to achieve the stated goals
- o The amount of time to be spent in general education versus special education services

VI. Service Delivery Model

Inclusion will be the primary focus for the delivery of services to students with disabilities. When intensive services are required, students will have pull-out from the general class and will be placed into small group sessions for more individualized instruction. This will occur with both ELA and math. To maintain inclusion whenever possible, classrooms will have co-teaching and push-in services as needed.

For more intensive needs, students will receive targeted reading, decoding, phonics instruction and targeted math instruction. These services will be provided in small-group settings or individualized specialized instruction.

When disabilities are so severe that Cecil Classical Charter School is unable to accommodate the student's needs, CCPS will be consulted.

VII. Staffing Plan

Each staffing plan is based on the number of projected student enrollments and projected student with disabilities based on the historical data found in the Maryland Report Card for similar public school populations in 2025.

Year 1 – 240 Students

Estimated IEP Students: 30–34

Role	FTE	Notes
Special Education Coordinator	1.0	Compliance, CCPS liaison
SPED Teachers	2.0	Caseload ~15–17 students
Speech-Language Pathologist	0.8	Contracted/shared
School Psychologist	0.3	Contracted
Social Worker/Counselor	1.0	SEL + behavior + Tier 3 supports
Occupational Therapist	0.3	Contracted/shared
Physical Therapist	0.1	Contracted/shared
Paraprofessionals	3.0	Assigned per IEP need

Year 2 – 280 Students**Estimated IEP Students: 36–39**

Role	FTE	Notes
Special Education Coordinator	1.0	Remains stable
SPED Teachers	2.5	Caseload ~15–18
Speech-Language Pathologist	1.0	Contracted/shared
School Psychologist	0.4	Increased evaluations/contracted
Social Worker/Counselor	1.0	Full-time
Occupational Therapist	0.3	Contracted/shared
Physical Therapist	0.1	Contracted/shared
Paraprofessionals	3.5–4.0	Based on IEP needs

Year 3 – 320 Students**Estimated IEP Students: 42–45**

Role	FTE	Notes
Special Education Coordinator	1.0	Stable
SPED Teachers	3.0	Caseload ~18–20
Speech-Language Pathologist	1.0	Contracted/shared
School Psychologist	0.5	Contracted
Social Worker/Counselor	2.0	Full-time
Occupational Therapist	0.4	Contracted/shared
Physical Therapist	0.2	Contracted/shared
Paraprofessionals	4.0–5.0	Growth aligned with needs

Year 4 & 5 – 360 Students**Estimated IEP Students: 48–50**

Role	FTE	Notes
Special Education Coordinator	1.0	Stable leadership
SPED Teachers	3.0	Caseload ~18–20
Speech-Language Pathologist	1.0	Contracted/shared
School Psychologist	0.6	Contracted
Social Worker/Counselor	2.0	Full-time
Occupational Therapist	0.4	Contracted/shared

Physical Therapist	0.2	Contracted/shared
Paraprofessionals	5.0–6.0	Driven by IEPs

VIII. Behavior and Social-Emotional Supports

Using the discipline plan CCCS intends to implement, the expectation is that behavior issues can be minimized. The following programs will be implemented to reinforce behavioral expectations.

- Functional Behavioral Assessments (FBA)
- Behavior Intervention Plans (BIP)
- Positive behavior awards and recognition

To align with Maryland Compliance requirements, CCCS will implement:

- Manifestation determinations to identify the reasons for behaviors
- Parental notification within 24 hours for restraint incidents

IX. Related Services

Additional services that will be available for students with disabilities include the following:

- Speech/language therapy
- Occupational therapy
- Physical therapy
- Counseling/social work.

Due to the policy and climate within a charter school, including Cecil Classical Charter School, assistive technology will be available but only as needed for severe disabilities. Our goal is to work with students to master reading skills and not enable them to become dependent on assistive technology so they will be ready to advance to high school with the math and reading skills necessary to be successful.

X. Family Engagement

CCCS strongly encourages family support in their child's education. To ensure all parents and guardians can assist their child with schoolwork and support their educational needs, family members will:

- Be offered translation/interpretation
- Be included in decision-making processes
- Be offered training workshops to allow them to help their child with schoolwork

XI. Transition Planning

Beginning at age 14, CCCS will initiate transition planning for students moving on to high school. Those services will include:

- Career awareness
- Postsecondary planning
- Executive functioning skills
- Classical education to a public education

XII. Facilities and Accessibility

To comply with state and federal regulations, CCCS will ensure the following accommodations are available for all students in need.

- ADA-compliant building
- Accessible classrooms
- Assistive technology

XII. Accountability and Compliance

CCCS is committed to maintaining full compliance with federal and Maryland **special education** requirements through structured oversight and continuous monitoring systems. Each student with a disability will have an Individualized Education Program (IEP) that is reviewed at least annually to ensure that goals, services, and supports remain appropriate and aligned with the student's current needs and academic progress. In addition, the school will conduct comprehensive reevaluations at **least once every three** years, or more frequently if warranted, to determine continued eligibility and to adjust programming based on updated data.

The school will adhere to all Maryland State Department of Education (MSDE) reporting requirements, including accurate and timely submission of data related to IEP implementation, service delivery, and student outcomes. The school will maintain organized documentation and internal compliance checks to ensure alignment with COMAR regulations. Additionally, the school will participate fully in monitoring and oversight activities conducted by Cecil County Public Schools (CCPS), including audits, file reviews, and performance evaluations. Through these measures, the school will ensure accountability, transparency, and continuous improvement in serving students with disabilities.

EXHIBIT 11

Cecil Classical Charter School Incorporated

Policy Title: Procurement Policy

Adoption Date: 03/05/2026

Revision Date: TBD

Approved By: CCCS Board of Directors

1. Purpose

The purpose of this policy is to ensure that Cecil Classical Charter School Inc. (CCCS) maintains best practices within all local, state and federal laws and regulations as it relates to obtaining goods and services for the nonprofit. This policy applies to Board members and staff of CCCS. The conflict of interest and ethics policy will be strictly adhered to in all financial and purchasing activities. As a nonprofit entity, CCCS is exempt from sales and property taxes.

2. Authorized Purchasing Agents for CCCS

The purchase of all goods and services for CCCS will be made by the Executive Director and Board of CCCS. The primary responsibility of purchasing lies with the CCCS Treasurer, with dual controls in place. Exempted from this is the use of petty cash for CCCS operations and purchases made with the approval of the Executive Director or Principal that fall within the amounts allocated within the annual budget. Purchase requests that exceed any given department or capital account must be presented to the Board of Directors for approval.

3. Budget

An annual operating budget, approved by CCCS's Board of Directors, will be in place at the beginning of each fiscal year (July 1st). The budget will provide guidance for the purchases to be made for CCCS throughout the year with funds allocated to expense categories. The Treasurer will provide monthly financial statements to the Board of Directors, to include a budget vs actual variance analysis.

4. Board Responsibility

CCCS's bookkeeper is tasked with financial oversight and monthly reporting of CCCS revenues and expenses as well as maintaining the accounting records. That information will be provided to the Board Treasurer each month for the preparation of financial statements. Both the Bookkeeper and the Board Treasurer are mandated to ensure all applicable laws and regulations are followed regarding purchasing and that they are adhering to GAAP when recording such transactions. Additional reporting requirements required by grantors for grant usage will be the Treasurer's responsibility.

The Bookkeeper will keep an up-to-date account of all receipts and disbursements, which shall be open to inspection by the Board and auditors at all times. The Treasurer will provide monthly financial statements to the Board of Directors and will lead the annual external audit.

5. Procurement Process

When obtaining goods and services, effort should be made to support local vendors within the community, though cost effectiveness should be taken into consideration at all times. All transactions shall be at arm's length and not exceed fair market value.

6. CCCS

The CCCS bookkeeper will receive written notification of all Requests for Purchases (RFP) from the Executive Director or Principal. The RFP must include a description of the goods or services needed, quantity and reason for the purchase. If funds allow, the bookkeeper will authorize the procurement of the goods or services at the best possible price within stated laws and regulations. Any RFP over \$1,000 but less than \$7,500, that falls within the budget allocation must be submitted to the Principal for review and approval. Any RFP over \$7,500 but less than \$25,000 that fall within the budget allocation must be approved by the Executive Director prior to purchase. Any purchase over \$25,000 must be in accordance with Md. Ann. Code, Education Article, §5-112 (attached).

When federal grant funds are used, Cecil Classical Charter School will follow procurement standards outlined in 2 CFR §200.318–200.327, including:

- Micro-purchases under \$10,000 obtained with price reasonableness documentation
- Small purchases between \$10,000 and \$250,000 obtained with price quotations from multiple vendors
- Formal competitive procurement for purchases exceeding \$250,000"

7. Board of Directors

When any RFP exceeds the amount allocated in the annual budget for any department, the request along with a description of the goods or services needed, quantity and reason for the purchase must be presented to the Board of Directors for written approval. CCCS must receive the written approval from the Board of Directors President prior to purchase. The Vice President or Treasurer of the Board may give approval in the absence of the President.

Any RFP exceeding \$25,000 must be presented to and approved by the Board of Directors and the Board must issue a written notification of approval prior to CCCS initiating the purchase.

8. Petty Cash

The Executive Director, Principal and Secretary of CCCS will have access to a petty cash fund of no more than \$250 which can be used at their discretion for time sensitive and immaterial purchases for the operations of the school. A receipt book will be used and a ticket will be required for every withdrawal from petty cash. The receipt must be signed by both the person dispensing the funds and the person receiving the funds. A receipt or copy of an invoice must be attached to the withdrawal slip that supports the amount removed from the petty cash fund. All withdrawal tickets and receipts must be provided to the Bookkeeper for all purchases made with petty cash at the end of every month. The bookkeeper will be responsible for reconciling the petty cash and replenishing the fund monthly unless a formal request is made by the Principal or Executive Director for an out-of-cycle replenishment.

9. Expense Reimbursement

CCCS Board Members, the Executive Director and the Principal may submit expense reimbursement requests to the bookkeeper for costs incurred while conducting official business on behalf of CCCS in accordance with IRS regulations. The Principal's request must be approved by the Executive Director and the Executive Director's request must be approved by the Board President. Any reimbursement requests exceeding the annual budgeted amount for that department must be approved by the Board President or Vice President and the Treasurer.

10. Record Keeping

The Accountant will maintain accounting records for CCCS in accordance with all laws, regulations and GAAP. They will keep an up-to-date account of all receipts and disbursements which shall be open to inspection by the Board and auditors at all times. Grant funds received will be expended within the parameters set forth by the Grantor. Proper documentation of all receipts and disbursements will be maintained for a minimum of seven years. CCCS's financial records will be subject to an annual audit.

11. Contracts

Before CCCS enters into any contract with a vendor, written approval must be received from the Executives on the Board of Board. All contracts will be entered into within applicable laws and regulations.

Maryland Code, Education § 5-112

Current as of January 01, 2025 | Updated by Findlaw Staff

(a) This section does not apply to:

(1) Contracts for the purchase of books and other materials of instruction as defined in the State Department of Education Financial Reporting Manual;

(2) Emergency repairs; and

(3) Except as provided in subsection (e) of this section, a county board's participation in contracts for goods or commodities that are awarded by other public agencies or by intergovernmental purchasing organizations if the lead agency for the contract follows public bidding procedures.

(b)(1) Except as provided in paragraph (2) of this subsection, in addition to the requirements of § 17-502 of the State Finance and Procurement Article, if the cost of any school building, improvement, supplies, or equipment is more than \$100,000, the county board, at least 2 weeks before bids are to be filed, shall advertise for bids in a medium accessible to the general public, which includes:

(i) A newspaper of general circulation in the region;

(ii) eMaryland Marketplace; or

(iii) An electronic posting on the local school system website.

(2) If the amount specified in paragraph (1) of this subsection differs from the amount in § 13-109(a) of the State Finance and Procurement Article, the amount in § 13-109(a) of the State Finance and Procurement Article shall apply under paragraph (1) of this subsection.

(3)(i) The county board shall draft specifications that provide a clear and accurate description of the functional characteristics or the nature of an item to be procured, without modifying the county board's requirements.

(ii) The specifications may:

1. Include a statement of any of the county board's requirements; and
2. Provide for the submission of samples, inspection, or testing of the item before procurement.

(4)(i) Except as provided in subparagraph (ii) of this paragraph, specifications that use one or more manufacturer's product to describe the standard of quality, performance,

or other characteristics needed to meet the county board's requirements, must allow for the submission of equivalent products.

(ii) Subparagraph (i) of this paragraph does not apply if the county board determines in the written specification that:

1. A particular manufacturer's product is required to maintain compatibility of service or equipment;
2. A particular manufacturer's product is required to meet the health needs of students;
3. Replacement parts or maintenance are a paramount consideration; or
4. A product is purchased for resale.

(c)(1) A contract for the school building, improvements, supplies, or other equipment shall be awarded to the responsible bidder who provides the best value and conforms to specifications with consideration given to:

- (i) The quantities involved;
- (ii) The time required for delivery;
- (iii) The purpose for which required;
- (iv) The competency and responsibility of the bidder;
- (v) The ability of the bidder to perform satisfactory service;
- (vi) The plan for utilization of minority contractors; and
- (vii) The price offered by the bidder.

(2) The county board may reject any and all bids and readvertise for other bids.

(d)(1) In this subsection, the term "minority business enterprise" has the meaning stated in § 14-301 of the State Finance and Procurement Article.

(2) In Montgomery County, by resolution and by implementing regulations, the Montgomery County Board of Education shall establish a minority business utilization program to facilitate the participation of responsible certified minority business enterprises in contracts awarded by the Montgomery County Board of Education in accordance with competitive bidding procedures.

(e)(1)(i) In this subsection, "green product cleaning supplies" means environmentally preferable cleaning and cleaning maintenance products and supplies intended for routine cleaning and cleaning maintenance that perform well and that have positive health and environmental attributes, including:

1. Biodegradability;
2. Low toxicity;
3. Low volatile organic compound content;
4. Reduced packaging;
5. Low life cycle energy use; and
6. Lesser or reduced effects on human health and the environment when compared to competing products that serve the same purpose.

(ii) "Green product cleaning supplies" includes:

1. General purpose cleaners;
2. Bathroom cleaners;
3. Carpet cleaners;
4. Glass cleaners;
5. Floor cleaners, floor finishes, and floor strippers;
6. Wall cleaners;
7. Desk cleaners;
8. Surface cleaners;
9. Window cleaners;
10. Whiteboard cleaners; and
11. Soap.

(iii) "Green product cleaning supplies" does not include:

1. Room deodorizers;
2. Air fresheners;
3. Toilet deodorizers; or
4. Hand cleaners.

(2)(i) Subject to subsection (f) of this section, to the extent practicable, and economically feasible, a county board shall procure green product cleaning supplies for use in its schools.

(ii) In accordance with subsection (b)(3) of this section, a county board shall draft specifications that provide a clear and accurate description of the functional characteristics or nature of the green product cleaning supplies that are to be procured.

(iii) The specifications drafted by a county board under subparagraph (ii) of this paragraph:

1. May not preclude the use when necessary of a disinfectant, disinfecting cleaner, sanitizer, or other antimicrobial product regulated by the Federal Insecticide, Fungicide, and Rodenticide Act under 7 U.S.C. § 136 et seq.; and

2. Shall allow for multiple avenues to obtain green product cleaning supplies certification, including:

A. Green Seal, Green Label, Environmental Choice, TerraChoice, or Ecologo; and

B. Any other nationally recognized independent third-party entity that certifies environmentally preferable products that the county board determines to be appropriate.

(3)(i) Except as provided in paragraph (2)(i) of this subsection, on or before July 1, 2013, a county board shall adopt written policies for the procurement of green product cleaning supplies for use in its schools.

(ii) The written policies shall:

1. Require the use of green product cleaning supplies;

2. On or before July 1, 2014, establish guidelines for purchasing green product cleaning supplies that meet the certification requirements of any established and nationally recognized independent third-party entity that certifies environmentally preferable products and adheres to consensus standards for lesser or reduced effects on human health and the environment when compared to competing products that serve the same purpose;

3. Establish green cleaning practices, including storage, application, frequency of use, and disposal of the supplies to ensure that the occupants of a school building do not suffer any adverse health effects as the result of these practices; and

4. Require staff training on implementing the policy.

(f) On or before June 30 each year, a county board that does not procure green product cleaning supplies for use in its schools because doing so is not practicable or economically feasible shall provide annual written notice of this fact to the Department.

(g) Nonpublic schools may participate under any contracts for goods or commodities that are awarded by county boards, other public agencies, or intergovernmental purchasing organizations, if the lead agency for the contract award follows public bidding procedures.

(h)(1) A county board is encouraged, consistent with competitive bidding, to use bulk purchasing, bundling, and intergovernmental purchasing.

(2) A county board may bundle, for approval and procurement purposes:

- (i) Similar systemic renovation projects at different schools; and
 - (ii) Interrelated systemic projects at a single school.
- (i) A contract entered into or purchase made in violation of this section is void.

EXHIBIT 12 - Compliance Assurance – form on following page

Redacted

Compliance Assurances

Admission Procedures §9-102

Admission is not limited based upon ethnicity, national origin, gender, disabling condition, proficiency in the English language, or athletic ability. There are no tuition or fees charged for attending.

Cecil Classical Charter Public Charter School.

CCCS Public Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level, or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

Nonsectarian Statement §9-104

CCCS Public Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations.

Special Education/Exceptional Student Services Training

The Operators of CCCS a Public Charter School shall take Special Education training classes approved by the Cecil County Public Schools subsequent to signing the contract, but prior to the first day of instruction (§9-107(c)).

Agreement to Comply with Audit Requirements

The Operators of CCCS a Public Charter School agree to comply with audit requirements as set forth by the Board of Education.

Agreement to Comply with Maryland Student Assessment

The Operators of CCCS a Public Charter School agree to comply with the Maryland Student Assessment Program.

CCPS, I

4/30/2024

CURRICULUM ALIGNMENT (K–8)

Alignment to Maryland College and Career Ready Standards (MCCRS)

1. Purpose

This document provides a comprehensive overview of how the district's selected instructional programs align with the Maryland College and Career Ready Standards (MCCRS) across all content areas:

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

Maryland standards emphasize:

- Critical thinking and problem solving
 - Evidence-based reasoning
 - Coherent K–12 progression
 - College and career readiness
-

2. Standards Framework Overview

A. ELA (MCCRS)

- Reading Literature (RL)
- Reading Informational (RI)
- Writing (W)
- Speaking & Listening (SL)
- Language (L)
- Foundational Skills (RF, K–5)

B. Mathematics (MCCRS)

- Content Domains (Number, Algebra, Geometry, Data)
- Standards for Mathematical Practice (reasoning, modeling, precision)

C. Science (MCCRS / NGSS)

- Science & Engineering Practices (SEPs)
- Crosscutting Concepts (CCCs)
- Disciplinary Core Ideas (DCIs)

D. Social Studies (Maryland Framework)

- Civics
- Geography
- History
- Economics
- Peoples of the World

- Inquiry Skills
-

3. Program Overview and Alignment

ENGLISH LANGUAGE ARTS

A. Wit & Wisdom (Core ELA Curriculum)

Alignment

- Fully aligned to MCCRS ELA strands
- Integrates RL, RI, W, SL, and L standards daily

Instructional Design

- Knowledge-building modules
- Complex texts and evidence-based writing
- Integrated literacy instruction

Measurable Objectives

Outcome:

Students develop deep comprehension, writing, and analytical skills

B. Science of Reading (Foundational Literacy System)

Alignment

- Strongly aligned to MCCRS Foundational Skills (RF) and Language standards

Core Components

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Instructional Design

- Explicit, systematic, structured literacy

Measurable Objectives

- Decode grade-level text accurately
- Read fluently with expression
- Use morphology and context for vocabulary

Outcome:

Students become accurate, fluent, independent readers

ELA System Integration

- Science of Reading = how students learn to read
- Wit & Wisdom = how students comprehend and analyze text

Together → Full MCA alignment for literacy

SCIENCE

Amplify Science (K–8)

Alignment

- Fully aligned to Maryland science standards (NGSS-based)

Three-Dimensional Learning

- Science & Engineering Practices
- Crosscutting Concepts
- Disciplinary Core Ideas

Instructional Design

- Phenomena-based inquiry
- Hands-on investigations
- Argumentation using evidence

Measurable Objectives

- Develop models and explanations
- Analyze and interpret data
- Construct scientific arguments

Outcome:

Students think critically and apply scientific reasoning

MATHEMATICS

Dimensions Math (Singapore Math)

Alignment

- Fully aligned to MCCRS content standards and Mathematical Practices

Instructional Design

- CPA (Concrete → Pictorial → Abstract)
- Bar modeling
- Mastery-based progression

Measurable Objectives

- Solve multi-step problems
- Explain mathematical reasoning
- Apply proportional and algebraic thinking

Outcome:

Students develop deep conceptual understanding and strong problem-solving abilities

SOCIAL STUDIES / HISTORY

A. Core Knowledge (K–8)

Alignment

- Aligns to all Maryland Social Studies strands
- Strong coverage of history, geography, civics, and culture

Instructional Design

- Content-rich, sequential curriculum
- Builds background knowledge and vocabulary

Measurable Objectives

- Explain historical events and timelines
- Analyze cultural and global connections
- Apply geographic reasoning

Outcome:

Students develop broad cultural literacy and historical understanding

B. Story of the World (SOTW)

Alignment

- Primarily aligns to History, Geography, and Inquiry strands

Instructional Design

- Chronological, narrative-based history
- Includes map work, narration, and discussion

Measurable Objectives

- Retell and sequence historical events
- Identify cause-and-effect relationships
- Compare civilizations

Outcome:

Students understand history through coherent storytelling and chronological thinking

4. Standards Crosswalk Summary (K–8)

Grades K–2

Area	Skills Developed
ELA	Phonemic awareness, decoding, comprehension
Math	Number sense, basic operations
Science	Observation, describing phenomena
Social Studies	Community, basic history, geography

Grades 3–5

Area	Skills Developed
ELA	Evidence-based reading and writing
Math	Multiplication, fractions, problem solving
Science	Systems thinking, modeling
Social Studies	U.S. history, civilizations, geography

Grades 6–8

Area	Skills Developed
ELA	Analysis, argumentation, synthesis
Math	Algebraic reasoning, proportional thinking
Science	Data analysis, evaluation, modeling
Social Studies	Historical analysis, argumentation

5. Measurable Outcomes Across Programs

Students across K–8 will be able to:

Literacy

- Read complex texts independently
- Write evidence-based arguments
- Use academic language effectively

Mathematics

- Solve complex problems
- Explain reasoning
- Apply math to real-world contexts

Science

- Conduct investigations
- Analyze data and models
- Construct evidence-based explanations

Social Studies

- Understand historical events and patterns
- Analyze sources and perspectives
- Communicate arguments clearly

6. Vertical Alignment (K–8)

Grade Band	Development Outcome
K–2	Foundational skills and basic knowledge
3–5	Application and connection of concepts
6–8	Analysis, evaluation, and argumentation

7. Key Strengths of the Curriculum System

Full alignment to all MCCRS frameworks

Research-based instructional approaches

Strong integration across subject areas

Coherent progression from K–8

Balanced focus on:

- Foundational skills
- Content knowledge
- Critical thinking

8. System Coherence

Subject	Program(s)	Role
ELA	Wit & Wisdom + Science of Reading	Full literacy system
Science	Amplify Science	Inquiry-based science
Math	Dimensions Math	Conceptual math mastery
Social Studies	Core Knowledge + SOTW	Knowledge + narrative history

9. District Impact

Implementation of these programs ensures:

- Students read proficiently by Grade 3
 - Students think critically and solve problems
 - Students apply knowledge across disciplines
 - Students graduate prepared for college and careers
-

10. Conclusion

The district's selected instructional programs collectively provide:

- Comprehensive alignment to Maryland College and Career Ready Standards
- A coherent, vertically aligned K–8 curriculum system
- Evidence-based instruction across all content areas

This integrated approach ensures that all students develop the literacy, numeracy, scientific reasoning, and historical thinking skills needed for long-term success.