Reach Cyber Charter School
BOARD MEETING

Pursuant to the Pennsylvania Open Meeting Laws, notice is hereby given to the members of the Reach Cyber Charter School Board and the general public that the Board will hold a meeting open to the public on:

Date and Time:
Wednesday, June 15, 2016 at 9:00 a.m.

Held via teleconference

Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chair.

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact David Taylor at 717-649-6980.

<u>AGENDA</u>

I.   Call to Order and Roll Call – D. Taylor

II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and a short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

III. Routine Business – D. Taylor
   a.   Approval of Agenda

IV. Oral Reports
   a. Preparations for Opening of School – R. Graver
      i. Update on Facility
      ii. Update on Staff Recruitment
      iii. Update on Enrollment
   b. Financial Update – K. Helt
      i. Update on Charter Choices

V. Consent Items – D. Taylor
   a. Approval of Minutes from the May 18, 2016 Board Meeting (attached)
   b. Approval of Board Meeting Schedule for the 2016-2017 School Year (attached)

VI. Action Items
   a. Ratification of Draft Documents Contained Within the Previously Approved Charter Application (attached) – J. Ragley
   b. Approval of Revised School Calendar for the 2016-2017 School Year (attached) – R. Graver
   c. Review and Approval of Employee Health Care Benefit Offerings and Approval of a Board Designee to Finalize Health Care Benefit Options for the 2016-2017 School Year (attached) – J. Schmidt
   d. Approval of Special Education Services Plan (attached) – M. Rofel
   e. Approval of Directors and Officers for the 2016-2017 School Year – M. Arthur
   f. Approval of Revisions to State Specific Handbook (attached) – R. Graver
   g. Approval of Budget for the 2016-2017 School Year (attached) – K. Helt

VII. Information Items
   a. Legislative Update – J. Ragley
   b. Update on Website and Board Member Bios – M. Arthur

VIII. Adjournment and Confirmation of Next Meeting - Wednesday, July 6, 2016 at 9:00 a.m.

Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, May 18, 2016 at 9:00 a.m.

Held via teleconference
_____

I.   Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:02 a.m. when all participants were present and able to hear each other.

Board Members Present: David Taylor, Gail Hawkins-Bush, Paul Donecker, Alex Schuh and Joe Harford (via phone);

Board Members Absent: Brian Leinhauser;

Guests via Phone: Patricia Hennessy, Board Counsel; Linda Leftrict, Sylvia Pryor, TraKisha McNeil, Dennis Tulli, Marjorie Rofel, Lyn McCullen, Jay W. Ragley, Rachel Graver, Tanya Lee and Heather Woodward, Connections staff (all via phone).

II.   Public Comment

There were no public comments made at this time.

III.   Routine Business

a.   <u>Approval of Agenda</u>

Mr. Taylor asked the Board to review the Agenda distributed prior to the meeting. There being no changes, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the May 18, 2016 meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

IV.   Executive Session - To consult with attorney in connection with litigation or on issues on which identifiable complaints are expected to be filed (65 PA CSA § 708(a)(4))

This item was moved to later in the agenda.

V.   Approval of Actions Items Resulting from Executive Session

This item was moved to later in the agenda.

VI.   Oral Reports

These items were moved to be reviewed later in the meeting.

VII.   Consent Items

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no items moved, a motion was made and seconded as follows:

RESOLVED, the Consent Item:

    a.   Approval of Minutes from the April 27, 2016 Board Meeting; is hereby approved.

The motion passed unanimously.

VIII.   Action Items

    a.   <u>Approval of Board Designee to Work with Connections on School Leader Recruitment</u>

Ms. Graver reviewed with the Board the need for a Board Designee to work with Connections on School Leader recruitment. The Board expressed their desire to be involved in the recruitment process. Mr. Taylor and Ms. Hawkins Bush volunteered to work with Connections on this item on behalf of the Board. The other members present were supportive of the two volunteers working on the Boards behalf in this capacity. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that David Taylor and Gail Hawkins Bush as Board Designees to work with Connections on School Leader recruitment, as discussed, is hereby approved.

The motion passed unanimously.

    b.   <u>Approval of Board President to Work with Connections on Facility Matters and Authorization for Board President to Negotiate, Finalize and Execute a Lease Agreement on behalf of the Board</u>

Ms. Graver reviewed the desire for the Board President to work with Connections on facility matters and authorization for Board President to negotiate, finalize and execute a lease agreement on behalf of the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board President to work with Connections on facility matters and authorization for Board President to negotiate, finalize and execute a lease agreement on behalf of the Board, as presented, is hereby approved.

The motion passed unanimously.

    c.   <u>Ratification of Draft Documents Contained Within the Previously Approved Charter Application</u>

This item was tabled earlier in the meeting.

Oral Reports

a.   Update on Facility

Ms. Graver provided the Board with an update on the recent work done to identify additional facility options for the school. She reviewed the three most recent property visits and reviewed the current status of the locations and the considerations with each location.

[Mr. Schuh joined at 9:09 a.m.]

Mr. Taylor requested a facility tour of the new locations being considered.

b.   Update on Staff Recruitment

[Mr. Taylor left the meeting at 9:15 a.m. and asked Mr. Harford to chair the meeting in his absence.]

Ms. Graver reviewed the staff positons that have been posted with the Board and noted that several applications have been received to date.

She noted that there are currently 15 applicants for the school leader position and the process is ongoing. Ms. Graver noted that a recruiting firm has been engaged to further assist in the recruitment process.

[Ms. Hennessy joined the meeting at 9:21 a.m.]

c.   Financial Update

Ms. Lee provided the Board with an introduction to the financial services the Board will be receiving from Connections.

       i.   Preparation for Opening of School

       Ms. Lee noted the items that are being coordinated in support of the opening of the school.

d.   Outreach Presentation

Ms. Leftrict and Ms. Pryor presented the outreach presentation that was included in the Board materials with the Board. The Board provided suggestions for in person outreach as well as radio outreach outlets. The Board expressed their support of the plan and initiatives provided therein.

The Board discussed the timing of an upcoming press release and the signatures being obtained from Board members. Ms. Hennessy advised that outreach efforts have begun to initiate lead generations, and that she will soon issue the press release.

Executive Session - To consult with attorney in connection with litigation or on issues on which identifiable complaints are expected to be filed (65 PA CSA § 708(a)(4))

The Board entered into an Executive Session at 9:56 a.m. The Board cited the following for entering into the Executive Session: to consult with attorney in connection with litigation or on issues on which identifiable complaints are expected to be filed (65 PA CSA § 708(a)(4)). Board members entered into the Executive Session via a roll call vote. Gail Hawkins-Bush, Paul Donecker, Alex Schuh and Joe Harford remained for the Executive Session. At the request of the Board, Marjorie Rofel, Jay W. Ragley, Rachel Graver and Heather Woodward attended the Executive Session. All other attendees left the meeting at this time.

Open Session resumed at 10:06 a.m. via a roll call vote. No action was taken during Executive Session.

Approval of Actions Items Resulting from Executive Session

No further action was needed at this time.

IX.   Adjournment and Confirmation of Next Meeting - Wednesday, June 1, 2016 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting would be held on Wednesday, June 1, 2016 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 10:07 a.m.

Reach Cyber Charter School
2016 – 2017 Meeting Schedule for Board of Directors

DATE	TIME	LOCATION
Wednesday, July 6, 2016	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, July 20, 2016	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, August 17, 2016	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, September 21, 2016	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, October 19, 2016	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, November 16, 2016	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, January 18, 2017	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, February 15, 2017	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, April 19, 2017	**9:00 a.m. – 11:00 a.m.**	School Location
Wednesday, May 17, 2017	**9:00 a.m. – 11:00 a.m.**	School Location
Annual Meeting **Wednesday, June 21, 2017**	**9:00 a.m. – 11:00 a.m.**	School Location

Reach Cyber Charter School Board Affirmative Vote Checklist

Affirmative Vote

In Appendix K, we have included the minutes from the meeting during which the Board approved by affirmative vote the Statement of Agreement with Connections. The Board of Trustees will record each affirmative vote of a majority of the members showing how each member voted in order to take action on the following subjects (as noted in the By-Laws attached as Appendix L):

• Adopting textbooks; - Appendix A

• Deciding matters related to the operation of the school, including, but not limited to, budgeting, curriculum, operating procedures, and determining general, academic, financial, personnel, and other policies subject to the school's cyber charter school charter and applicable law; - Appendices C, S, T, V

• Approving the hire or termination of contractors and determine the terms and policies under which contractors shall provide services; - Appendix W, the agreement with Charter Choices. The agreement with Connections was approved by the Reach board on April 27, 2016.

• Approving the adoption of courses of study; - This was included in the narrative of the application, Section I.3, and Appendix A with course lists.

• Approving contracts; - Appendix W, the agreement with Charter Choices. The agreement with Connections was approved by the Reach Board on April 27, 2016.

CONNECTIONS ACADEMY®

To: Reach Cyber Academy Board
From: Claudia Burns
Re: 2016-17 School Calendar
Date: May 25, 2016

Attached is a draft calendar for the 2016-17 school year. This calendar has been carefully reviewed by your school principal and the Director of Schools, and represents 180 student days for Standard Pathway students and 197 days for Accelerated Pathway students. Once board-approved, this calendar will become the official school calendar for 2016-17 and will be added to the State-Specific School Handbook Supplement.

School Calendar – Year 1

Event	Date
First Day of School (All Students)	September 6, 2016
Thanksgiving Break (No School in Session)	November 24 – 25, 2016
Winter Break (No School in Session)	December 23, 2016 – January 2, 2017
Martin Luther King, Jr's Birthday (No School in Session)	January 16, 2017
First Semester End Date	January 23, 2017
Spring Break (No School in Session)	March 30 – 31, 2017
Memorial Day (No School in Session)	May 29, 2017
Second Semester End Date	June 2, 2017
Last Day of School (Standard Pathway Students)	June 2, 2017
First Day of Summer Session (Accelerated Pathway Students)	June 2, 2017

Event	Date
Independence Day (No School in Session)	July 4, 2017
Last Day of Summer Session (Accelerated Pathway Students)	July 31, 2017

School Calendar – Year 2

Event	Date
First Day of School (Extended Pathway Students)	July 5, 2017
Labor Day (No School in Session)	September 4, 2017
First Day of School (Standard and Accelerated Pathway Students)	September 5, 2017
Thanksgiving Break (No School in Session)	November 23 – 27, 2017
Winter Break (No School in Session)	December 25, 2017 – January 1, 2018
Martin Luther King, Jr's Birthday (No School in Session)	January 15, 2018
First Semester End Date	January 22, 2018
Spring Break (No School in Session)	March 29 - 30, 2018
Memorial Day (No School in Session)	May 28, 2018
Last Day of School (Standard Pathway Students)	May 31, 2018

Event	Date
Last Day of School (Extended and Accelerated Pathway Students)	June 29, 2018

REACH Local Districts vs. Connections Education Medical Plan Comparison 2016

Medical Plan Designs	Connections Education Open Access Plus (OAP) PPO		Connections Education Open Access Plus (OAP) HSA		Harrisburg School District Benefits Mid Plan		Harrisburg School District Benefits Value Plan		Central Dauphin	Susquehanna Township	Steelton Highspire
	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network			
Coinsurance	80%	60%	80%	60%	90%	70%	80%	60%	Unable to obtain	Unable to obtain	Unable to obtain
Deductible:											
Individual	$500	$1,000	$2,000	$4,000	$1,000	$2,000	$2,000	$4,000			
Family	$1,000	$2,000	$4,000	$8,000	$2,000	$4,000	$4,000	$8,000			
Out-of-Pocket Maximum:											
Individual	$3,000	$6,000	$4,000	$8,000	$3,000	$5,000	$3,000	$6,000			
Family	$6,000	$12,000	$8,000	$16,000	$6,000	$10,000	$6,000	$12,000			
Office Copay:											
Physician Office Visit	$40	20% after Deductible	20% after Deductible	20% after Deductible	$20	30% after Deductible	$20	40% after Deductible			
Specialist Office Visit	$45				$20		$20				
Outpatient Surgery	20% after Deductible plus $100 copay	40% after Deductible	20% after Deductible	40% after Deductible	10% after Deductible	30% after Deductible	20% after Deductible	40% after Deductible			
Inpatient Hospitalization	20% after Deductible plus $500 copay	40% after Deductible plus $500 copay									
Urgent care					$20 copay/visit	30% coinsurance	$20 copay/visit	40$ coinsurance			
ER Copay (waived if admitted	$250 copay after Deductible		20% after Deductible		$50 Copay/visit		$50 Copay/visit				
Prescription Drug Benefits:											
Rx Deductible	$100 individual / $200 family		Integrated with Medical		None		None				
Retail Copays - Generic/Brand	$15/$45/$75	40%	$15/$45/$75	40%	$10/$35/$50	Not Covered	$10/$35/$50	Not Covered			
Mail Order Copays	90 day supply for 2 copays		90 day supply for 2 copays		Up to 90 day supply $20/$70/$100	Not Covered	Up to 90 day supply $20/$70/$100	Not Covered			

When Connections Education ("Connections") provides special education administration services, the school, the authorizer and the board can be assured that the school's special education program will comply with federal and state laws and requirements. Special education administration services includes indemnification for liability and claims from students under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Improvement Act and corresponding state rules and regulations. In this model of enhanced Connections responsibility, Connections will provide guidelines, training, facilitation and monitoring of all components of special education.

- Connections will develop, implement and maintain IDEA procedures for the school that comply with federal and state requirements.
- Connections will develop and implement processes and procedures that meet or exceed compliance requirements established by state specific protocols for action based upon the school IDEA procedures.
- Connections will be accountable for implementation of the special education program.
- Connections will hire and supervise the special education director for the school, who will be responsible for the hiring and supervision of any additional staff (with input from the school leader) required to implement the program, including assistant directors. The school will provide the necessary administrative support. In the absence of a special education director, Connections staff will assume all necessary responsibilities and tasks until the special education director is present.
- The school will be responsible for the expense associated with the employment of special education teachers using mutually agreed upon ratios reflected in the school's board-adopted budget.
- The school will provide adequate workspace for any on-site personnel employed by Connections to support this proposal.
- Connections will be responsible for sourcing and negotiating contracts for related services and products required by students' IEP (e.g., speech therapy, OT, PT, evaluations, assistive technology) on behalf of the school. As the school will be responsible for the expense of such services and products, Connections will present the contracts to the school for review and approval. If Connections already has an agreement in place with the desired provider, Connections will present the terms to the school for review and approval and the expenses of the services and products will be passed on to the school at no mark-up.
- As long as the school has complied with Connection's special education program requirements in carrying out its responsibilities, Connections will indemnify the school from liability arising from the school's special education program.
- Connections will provide direct supervision and intensive monitoring of special education compliance.
  - Placement IEP team meetings will occur within 30 days for newly enrolling students (or sooner if required by the state).
    - Connections will participate in and model virtual IEP team meetings.

- Connections will assure that IEP documentation (e.g., notice of meetings, delivery of parent's rights, and development of IEP amendments) is compliant and present in the students file, Connexus, and the state IEP system.
        - Connections will provide the school with schedules and timelines for all required meetings and will monitor completion of tasks.
    - Annual reviews and reevaluations will occur within timelines.
        - Connections will participate in and model virtual annual review and reevaluation team meetings.
        - Connections will assure that IEP documentation (e.g., notice of meetings, delivery of parent's rights, and development of IEPs) is compliant and present in the student's files and in the state IEP system.
        - Connections will provide the school with schedules and timelines for all required meetings and will monitor completion of tasks.
        - Connections will monitor the collection of any and all required signatures on IEP documents.
    - Child Find
        - Connections will provide training to school staff and oversee implementation of identification of students who may be eligible for special education and related services.
        - Connections will assure that state requirements for notifying the parents and public of Child Find options are met.
    - State Audits, Monitoring, and Complaint Management
        - Connections will engage with the school staff to prepare for and respond to state or authorizer audits and monitoring.
        - Connections will engage with school staff and respond to any state complaints, mediations, or due process hearings.
- Instruction
    - Connections will be responsible for the implementation of the special education instructional program.
    - Connections will train special education teachers on expectations for delivery of special education instruction.
    - Connections will monitor the delivery of special education services.
- The expense of all related services, such as therapy (speech, physical, occupational), counseling, social work, educational/psychological evaluations, etc., are the responsibility of the school.
- At the start of the school year, Connections will provide intensive training on Connections compliance protocols and instructional expectations for delivery of special education.
- Connections will provide trainings for special education teachers. Connections will also provide training to school staff on the special education program.
- Connections will support the school's RTI process and provide feedback on implementation in relation to special education.
- Connections will monitor implementation of compliance with Section 504.
- Connections will be responsible for supporting the school's gifted education program.
- If the school desires to modify the service described in this proposal, the school must notify Connections by no later than December 31st of the school year ending June 30th.

All of the above activities will be done under the oversight of the school's leadership and its Board of Trustees

From: Claudia Burns
To: REACH Board
Re: REACH School Handbook Supplement
Date: June 13, 2016

Included below for board approval are updates to the School Handbook Supplement. The full Supplement is also being provided to the board so these changes can be seen in the context of the full Supplement. Once board-approved, the revised Supplement will be posted in the Virtual Library in Connexus.

3.4.1 The 2016–2017 School Year Calendar

The following revisions to the text in this section were made:

~~Reach will meet or exceed the requirements of Section 1715-A(9), *"A charter school shall provide a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level. Nothing in this clause shall preclude the use of computer and satellite linkages for delivering instruction to students."*~~

Reach will be a year-round cyber school for students in grades K-12 throughout Pennsylvania offering traditional and accelerated options in its first year and introducing the year round option in its second year. ~~The school will offer multiple calendar options: traditional, year-round, and accelerated (for students in grades 9-12).~~ In all options, students will complete the required 180 school days, which can be completed in either a traditional September-May school year or extended over a July-June school year. Reach will offer courses throughout the year—during a combination of the fall, spring, and summer sessions—providing students with flexible pacing options for meeting state education standards. The first calendar that follows is the anticipated traditional and accelerated pacing student calendar for the 2016-2017 school year. The second calendar is the anticipated year--round pacing student calendar.

~~The Board will approve the school calendar annually. The school calendar may be extended to allow families more flexibility in completing the year's work, or to provide extra learning time for students who are at risk (generally not by more than two weeks). The first calendar is the anticipated traditional and accelerated pacing student calendar for the 2016-2017 school year. The second calendar is the~~

~~anticipated year round pacing student calendar.~~ School will not be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year.

In addition, the updated calendar, which is being presented as a separate item for board approval, was included in the handbook, and the language below was added to describe the different pacing options available at REACH:

Pacing Options for Students

Reach students have the option of enrolling in a Traditional or Accelerated Pacing Option and beginning in July 2017 the options will be extended to include a Year Round Pace. These options are described in the chart below and in the Required Instructional Hours section. Note the Accelerated Pace is available for high school students only.

Pace Option	Description	Total Number of Credits per School Year
Traditional Pace	Student participates in Fall and Spring semesters carrying full course load.	6.0 credits
Year Round Pace (Option begins July 2017)	Student participates in Fall and Spring semesters taking fewer courses AND in Summer session carrying the remaining credits to meet full year requirements.	6.0 credits
Accelerated Pace (for high school students only)	Student participates in Fall and Spring semesters taking a full course load AND in a Summer session carrying additional courses to exceed full year requirements.	7- 8 credits

3.4.2 Required Instructional Hours

Additional information on the pacing options was added to this section:

Based on a 180-day school year:

Grades K – 5 = 900 hours (5 hours per day)

Grades 6 – 12 = 990 hours (5.5 hours per day)

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

Elementary = K-5; Middle = 6-8; High = 9-12

Since Reach will offer three different pacing options, the instructional hours per week will vary depending on which option the student chooses.

Traditional Pacing Option: Students will attend school for 180 days, at 5 or 5.5 hours per day during fall and spring semesters, for a total of 900 or 990 hours annually based on grade level.

Year Round Pacing Option: Students will attend school for 180 days, at 4 hours per day during the fall and spring semesters, for a total of 720 hours for the fall and spring semesters. Year Round students then must also complete a 41-day summer session, taking 2 courses at 4 hours per course per day (8 hours total for 2 credits, totaling 328 hours for the summer session), bringing their annual total to 1,048. This option will be offered starting in July 2017.

Accelerated Pacing Option: Students will attend school for 180 days, at 5.5 hours per day during fall and spring semesters, for a total of 990 hours for the fall and spring semesters. Accelerated students then must also take at least 1 course during the summer session at 4 hours per course per day and may not take more than 2 without school administration approval. If Accelerated students average 1 credit per summer session, they may be able to finish high school in 3 years. This option is available for high school students only.

Reach will require students complete 21 credits and all required courses to graduate. This can be met if the student earns 6 credits during each of the fall and spring semesters for 3 years and earns an additional 1 credit each summer. The student will need to devote up to 8 hours per day for 41 days each summer to complete 2 courses and earn 1 credit. Students may complete more if approved by the Lead School Administrator.

3.6.3 Mandatory Testing

This section was updated by deleting specific dates and adding in more general information on testing expectations and timing.

High School Courses Taken in Middle School

This section was updated as shown below:

Students may earn high school credit for high school level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course, and must be approved by the school counselor in advance. Students must have approval of the school to pursue this opportunity. Check with the school counselor for more specific information.

10.2.2 Technology Provided

Reach will provide each student with the following:

- One laptop computer per student in grades K–12 with appropriate hardware and software for accessing the educational program and ensure the online safety of students.

- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.

  Note: the most current information can be found in the Hardware and Connectivity section of your school-specific homepage.

10.2.5 Use of the Internet
Internet Reimbursement

This section was revised as shown below:

Families will arrange for Internet service for their students to attend school and, will be regularly reimbursed for the full cost of Internet service (and also printer ink) , as outlined below. Reach will reimburse the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The reimbursement schedule will also factor in students enrolled in Reach's various pacing models.

For students who are unable to arrange for Internet service, Reach will work with them to help with securing high speed Internet access. If the studenta family lives in an area that receives limited or poor Internet connections or needs assistance in arranging Internet service, please contact the school. the school will work with the family on alternative methods for accessing Reach online. One potential solution is to provide students with an educational Mi-Fi. Educational Mi-Fi may be procured through Kajeet, a company recommended by Verizon. Kajeet provides a solution using a Verizon Mi-Fi running on the Verizon 4G LTE network with their Sentinel cloud portal that provides CIPA compliant filtering to keep students on task.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, Reach will ensure the families are reimbursed for Internet expenses over the summer months.

Each family will receive a payment for the cost of home Internet costs, printer supplies, or any other supply to support the students' educational programs. The payment will be distributed out three time during the year through a third party vendor, unless this disbursement schedule would create a family hardship. In this circumstance, the family should request an alternative disbarment schedule to remove the hardship. In order for the household to receive the paymentl, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made and; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor.

Debit Card Issuing Schedule

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families enrolled in the Year-

Round pacing option will receive the subsidy for the summer months. Families enrolled in the Traditional and/or Accelerated pacing options are not given a subsidy for the summer months.

Reach Cyber Charter School School Handbook Supplement
2016-2017

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to Reach Cyber Charter School, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the General Handbook, the policies in this Supplement override policies in the ~~School Handbook:~~ General Portion and are the binding policies that should be followed.

Table of Contents

3 SCHOOL ORGANIZATION AND ROLES

3.3 School Information

School Information	School Contact
Main School Address	TBD
Main School Phone Number	TBD
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010
Lead School Administrator	TBD
WebMail	All staff and support services are located in the Education Management System's (Connexus) WebMail address book.
Board of Trustees	Refer to the school website for the most current contact information.

3.4.1 The 2016–2017 School Year Calendar

Reach will meet or exceed the requirements of Section 1715-A(9), "*A charter school shall provide a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level. Nothing in this clause shall preclude the use of computer and satellite linkages for delivering instruction to students.*"

Reach will be a year-round cyber school for students in grades K-12 throughout Pennsylvania offering traditional and accelerated options in its first year and introducing the year round option in its second year. The school will offer multiple calendar options: traditional, year-round, and accelerated (for students in grades 9-12). In all options, students will complete the required 180 school days, which can be completed in either a traditional September-May school year or extended over a July-June school year. Reach will offer courses throughout the year—during a combination of the fall, spring, and summer sessions—providing students with flexible pacing

options for meeting state education standards. The first calendar that follows is the anticipated traditional and accelerated pacing student calendar for the 2016-2017 school year. The second calendar is the anticipated year--round pacing student calendar.

The Board will approve the school calendar annually. The school calendar may be extended to allow families more flexibility in completing the year's work, or to provide extra learning time for students who are at risk (generally not by more than two weeks). The first calendar is the anticipated traditional and accelerated pacing student calendar for the 2016-2017 school year. The second calendar is the anticipated year-round pacing student calendar. School will not be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year.

Student Calendar 2016-2017

School Calendar – Year 1

Event	Date
First Day of School (All Students)	September 6, 2016
Thanksgiving Break (No School in Session)	November 24 – 25, 2016
Winter Break (No School in Session)	December 23, 2016 – January 2, 2017
Martin Luther King, Jr's Birthday (No School in Session)	January 16, 2017
First Semester End Date	January 23, 2017
Second Semester Start Date	January 24, 2017
Spring Break (No School in Session)	March 30 – 31, 2017
Memorial Day (No School in Session)	May 29, 2017
Second Semester End Date	June 2, 2017
Last Day of School (Standard Pathway Students)	June 2, 2017
First Day of Summer Session (Accelerated Pathway Students)	June 2, 2017

Event	Date
Independence Day (No School in Session)	July 4, 2017
Last Day of Summer Session (Accelerated Pathway Students)	July 31, 2017

School Calendar – Year 2

Event	Date
First Day of School (Extended Pathway Students)	July 5, 2017
Labor Day (No School in Session)	September 4, 2017
First Day of School (Standard and Accelerated Pathway Students)	September 5, 2017
Thanksgiving Break (No School in Session)	November 23 – 27, 2017
Winter Break (No School in Session)	December 25, 2017 – January 1, 2018
Martin Luther King, Jr's Birthday (No School in Session)	January 15, 2018
First Semester End Date	January 22, 2018
Spring Break (No School in Session)	March 29 - 30, 2018
Memorial Day (No School in Session)	May 28, 2018
Last Day of School (Standard Pathway Students)	May 31, 2018

Event	Date
Last Day of School (Extended and Accelerated Pathway Students)	June 29, 2018

Pacing Options for Students

Reach students have the option of enrolling in a Traditional or Accelerated Pacing Option and beginning in July 2017 the options will be extended to include a Year Round Pace. These options are described in the chart below and in the Required Instructional Hours section. Note the Accelerated Pace is available for high school students only.

Pace Option	Description	Total Number of Credits per School Year
Traditional Pace	Student participates in Fall and Spring semesters carrying full course load.	6.0 credits
Year Round Pace (Option begins July 2017)	Student participates in Fall and Spring semesters taking fewer courses AND in Summer session carrying the remaining credits to meet full year requirements.	6.0 credits
Accelerated Pace (for high school students only)	Student participates in Fall and Spring semesters taking a full course load AND in a Summer session carrying additional courses to exceed full year requirements.	7- 8 credits

3.4.2 Required Instructional Hours

Based on a 180-day school year:

Grades K – 5 = 900 hours (5 hours per day)

Grades 6 – 12 = 990 hours (5.5 hours per day)

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

Elementary = K-5; Middle = 6-8; High = 9-12

Since Reach will offer three different pacing options, the instructional hours per week will vary depending on which option the student chooses.

Traditional Pacing Option: Students will attend school for 180 days, at 5 or 5.5 hours per day during fall and spring semesters, for a total of 900 or 990 hours annually based on grade level.

Year Round Pacing Option: Students will attend school for 180 days, at 4 hours per day during the fall and spring semesters, for a total of 720 hours for the fall and spring semesters. Year Round students then must also complete a 41-day summer session, taking 2 courses at 4 hours per course per day (8 hours total for 2 credits, totaling 328 hours for the summer session), bringing their annual total to 1,048. This option will be offered starting in July 2017.

Accelerated Pacing Option: Students will attend school for 180 days, at 5.5 hours per day during fall and spring semesters, for a total of 990 hours for the fall and spring semesters. Accelerated students then must also take at least 1 course during the summer session at 4 hours per course per day and may not take more than 2 without school administration approval. If Accelerated students average 1 credit per summer session, they may be able to finish high school in 3 years. This option is available for high school students only.

Reach will require students complete 21 credits and all required courses to graduate. This can be met if the student earns 6 credits during each of the fall and spring semesters for 3 years and earns an additional 1 credit each summer. The student will need to devote up to 8 hours per day for 41 days each summer to complete 2 courses and earn 1 credit. Students may complete more if approved by the Lead School Administrator.

3.5 Enrollment, Withdrawal, and Transfers

Reach Cyber Charter School does not inquire into, nor does it discriminate, based upon a student's immigration status. All enrollment decisions are made in accordance with applicable Pennsylvania and federal law.

Enrollment of Students Suspended or Expelled from another School

Students who are currently under suspension from another school are permitted to enroll at Reach. However, the student must submit their disciplinary record in order to be *eligible* to attend field trips, school events, etc. Based on that disciplinary record, the Lead School Administrator will determine if and when attendance at these events is permitted.

Students who have been expelled from another school may only enroll in Reach if the Lead School Administrator and Superintendent of the District of Residence agree to the enrollment. Failure to disclose a prior expulsion may result in an immediate removal from Reach.

3.5.2 Kindergarten and First Grade Admissions Policy

Entry Age for Kindergarten Students and Beginners

For students in Kindergarten, Reach will enroll students who meet the admission age that is determined by their resident school district.

Reach will follow 24 P.S. § 13-1304 Admission of beginners, which states, "Admission shall be limited to beginners who have attained the age of five years and seven months before the first day of September if they are to be admitted in the fall, and to those who have attained the age of five years and seven months before the first day of February if they are to be admitted at the beginning of the second semester."

3.5.3 Enrollment after the Start of the School Year

Students may enroll at Reach at any time of the year. The enrollment team will guide families through the enrollment process to include verifying records, recommending placement, and answering questions about the program requirements. Families enrolling mid-year or mid-semester are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. To contact the enrollment team call 1-800-382-6010.

Additional Information for High School

High school students entering mid-year or mid-semester must submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. Reach teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade in to the Reach grade book that represents the student's content mastery. That grade will be averaged with the Reach grades earned in that same semester.

3.5.4 Dual Enrollment in another K-12 Program

Because the school is a full-time program, students may not be concurrently enrolled in another public school on a full- or part-time basis. However, as provided by law, students may participate in extracurricular activities with their District of Residence.

In certain special circumstances, it may be possible for a student to participate in an activity at another local school within the parameters described below. Seeking such permission should be initiated *after* the start of the Reach school year.

To make these arrangements, Caretakers must obtain the *Request for Local School Activities* form from the Virtual Library. The form outlines the activity, lists contact information, and indicates that the cooperating Lead School Administrator agrees to: 1) not claim or collect any state, local, or federal funding for the student, and 2) assume all liability for that student while on the school grounds. Once the form is completed and signed, the Caretaker should present it to the Lead School Administrator, who will ensure that the student is in good standing and call the local school and make a final approval decision.

Violations of this policy may be grounds for disciplinary action.

3.6.3 Mandatory Testing

Students attending Reach will be administered the Pennsylvania System of School Assessment (PSSA) and Keystone Exams, as required by the Commonwealth of Pennsylvania.

PSSA is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is also assessed in Sscience.

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards in Mathematics and English Language Arts and to the enhanced Pennsylvania Academic Standards for Science.

All public school students, by their 11th grade year, must complete and score Proficient or Advanced on Keystone Assessments in Algebra 1, Biology 1, and English Literature or complete a Project Based Assessment in all 3 subjects. This is a Pennsylvania graduation requirement for the class of 2017 and beyond.

PSSA and Keystone Testing are administered at locations across the state during the testing windows. These site locations are determined by the school's population. Families will be required to take their students to these locations to complete all mandatory testing.

If you fail to participate in any of the state mandated tests, you will be considered truant for those testing days and may be subject to fines by your District of Residence. *Note: More specific information about the administration of the tests will be sent to families via WebMail after the start of the school year, including specific locations and times.*

PSSA Exam Dates. The PSSA exams will be given according to the calendar determined by the Department of Education; generally in April & May.

Keystone Exam Dates. All students who have completed courses for which a Keystone Exam is assigned must take the corresponding Keystone Exam.

Winter dates are offered in 2 waves, the first is generally offered in December and the second in January. Spring testing is generally offered in May and the Summer testing is generally offered in July and August.

Assessment	Dates	Grade(s)
PSSA English Language Arts	April 3-7, 2017	Grades 3 – 8
PSSA Mathematics	April 24-28, 2017	Grades 3 – 8
PSSA Science	May 1-5, 2017	Grades 4 and 8
Make-up for PSSA Exams	May 8-12, 2017	

All students who have completed courses for which a Keystone Exam is assigned must take the corresponding Keystone Exam.

Winter (Wave I) 2016-2017 (These will be optional)

Subject	Wave 1
Algebra I	December 5-16, 2016
Biology	December 5-16, 2016
Literature	December 5-16, 2016

Winter (Wave II) 2016-2017

Subject	Wave 1
Algebra I	January 9-23, 2017
Biology	January 9-23, 2017
Literature	January 9-23, 2017

Spring 2017

Subject	Date
Algebra I	May 15-26, 2017
Biology	May 15– 26, 2017
Literature	May 15– 26, 2017

Summer 2017

Subject	Date
Algebra I	July 31-August 4, 2017

Subject	Date
Biology	July 31-August 4, 2017
Literature	July 31-August 4, 2017

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches must document student attendance in Connexus, the Education Management System ("Connexus"), and the school verifies that the attendance records are accurate. Parents should enter attendance daily whenever possible, but MUST enter it at least weekly.

Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of code	Who enters the code?
0 – 9	Hours of Schooling	Learning Coach *(and the school, as necessary)*
V	Vacation	Learning Coach
E	Excused Absence	Teacher or Administrator
U	Unexcused Absence	Teacher or Administrator

Hours of Schooling/Attendance

Students must meet all regulatory requirements for attending public schools in the state. These regulatory requirements include attending school for 180 days and completing a required number of hours of instruction per year. In order to make the state's required hours per year of instruction manageable, families are encouraged to have students complete the following hours of schooling each week:

Grade(s)	Recommended Hours per Week	Required Hours per Year
K – 5	25 hours, but will vary by pacing option	900
6 – 12	30 hours, but will vary by pacing option	990

Hours of schooling per day and/or week are accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other educational activities.

Failure to attend mandated LiveLesson sessions, state testing, or respond to WebMail and phone call messages from teachers may be counted against documented attendance hours.

Although there is more flexibility in the Reach program than in a traditional school with regard to when instruction occurs, students and Learning Coaches should be aware that the school calendar reflects the days on which teachers are available to students. Specific school calendars and the required days and hours of instruction are posted in the School Schedule section of this Supplement.

Attendance Responsibilities by Role

Learning Coach Responsibilities

- **Record Hours of Schooling** - For each instructional day, Learning Coaches enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly hours of schooling listed above to ensure compliance with state regulations. Learning Coaches may also ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the Marking and Verifying Attendance section of the School Handbook: General Portion.
- **Alert the School of Excused Absences** – Learning Coaches cannot enter "E" attendance codes in Connexus. If a student is absent, the Learning Coach must send information to the school about the absence, and the school determines if the absence can be classified as excused, per the guidelines listed in the School Handbook: General Portion. The teacher or administrator will then enter an "E" or "U" for that day's attendance.
- **Complete Defined School Year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- **Vacations or Days Off**: Students are allocated "vacation" days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on Presidents' Day, but then take the following Monday off. The Learning Coach would record hours of attendance on Presidents' Day, as though it were a regular school day, and then mark the Monday off as "V" for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach should seek approval from the student's teacher in advance.

Note that regularly-scheduled school holidays, vacations, etc. must still be marked with a "V" if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled *after* his/her official start date.

If a student has used his or her allotment of vacation days, any scheduled school day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly recommended hours on the days in which he/she does work, then the zero hour day will not adversely affect the student's attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent.

School Responsibilities

- **Review Attendance Records** – Teachers monitor and review attendance records on a weekly basis. They remind Learning Coaches to enter the hours of schooling for all days of the week. If a teacher has concerns about the validity of a student's attendance records, he or she may place the student in an "Alarm" status, and contact the school's designated Attendance Coordinator for further assistance.
- **Monitor Attendance Issues** – The school's Attendance Coordinator, along with the student's Homeroom Teacher/Advisory Teacher monitors student attendance. They contact families with low attendance rates, and work to help them stay in compliance. Attendance Coordinators also identify and record excused absences, and can alter Learning Coaches' attendance records with proper documentation, if necessary.
- **Maintaining the Integrity of the Attendance Data** – The attendance system prohibits further editing of attendance data at certain points. Any requests for adjustments to the previously verified records must be submitted to the school in writing for review, approval and adjustment.

- **Official Attendance Record** – The Connexus attendance system is the record of Learning Coach documented attendance. It is however only one of many sources used to determine if a student is meeting the minimum instructional hours required. If it has been determined that a student has not completed enough work or that certain other program requirements have not been fulfilled, the Attendance Coordinator or Homeroom Teacher/Advisory Teacher may invalidate the Learning Coach record resulting in sanctions up to and including withdrawal. If a student regularly does not complete enough work to remain on track, despite repeated assistance and intervention on the part of the school, then the student may be subject to sanctions up to and including contacting the student's District of Residence to formalize truancy proceedings.

4.3 Attendance Status and Escalation Systems

Enrolled students are in one of four attendance statuses at all times:

1. On-Track
2. Approaching Alarm
3. Alarm
4. Exempt (rare)

Attendance status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and therefore attendance in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student's work completion rates are not on track or if he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Approaching Alarm or Alarm status. It is important to recognize that just marking proper attendance will not keep a student's attendance status On-Track.

When a student is in the Approaching Alarm status, he or she is in danger of being withdrawn. The school will work with the family to help get the student's attendance back on track. If these efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student's official disenrollment.

Very occasionally, none of the first three escalation statuses will be appropriate for a student. The student will be placed in "Exempt" status and escalation will not apply; however, all program requirements will still be applicable.

4.4 Truancy

Reach is required to record student attendance in the same way as traditional public schools. If a student is not adequately engaging in the online program, or has accumulated more than three (3) unlawful absences, the school is required to work with the family to create a Truancy Elimination Plan (TEP). If the student continues not to engage in the program, Reach will contact the student's District of Residence who may in turn contact the District Magistrate to pursue a truancy hearing and will drop the student from the active rolls.

In order to maximize student learning, regular attendance is imperative. The Reach program offers a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work. Due to this flexibility, Reach has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the *Required Instructional Hours* section (Section 3.4.2) of this Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus on a daily basis.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any *assigned* mandatory LiveLesson sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends mandatory state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

If the students' teachers become aware that the student is not fully participating in school as outlined above, the student will be marked absent at the teacher's discretion. The Lead School Administrator or teacher may override the number of attendance hours previously entered by a Learning Coach, changing the attendance hours to a 0, if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused." Absences are considered "excused" only for documented student illness or the death of an immediate family member. The final decision about whether an absence is considered excused or unexcused will be made by the Lead School Administrator.

Definition of "Missing a Day of School"

Missing a "day" of school is defined as "missing a day's worth of hours in a week." Missing a day's worth of hours in a week may be considered a day of unexcused absence if the student or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

5 GRADING AND STUDENT EVALUATION

Grading Scale (Elementary and Middle School)

Reach uses the following grading scale for grades K-8 (See *Section 6, High School Programs and Policies*, for the grading scale for grades 9-12):

Grade	Minimum %	Maximum %	Passing?	Grade Points
A	90	100	Yes	4
B	80	89	Yes	3
C	70	79	Yes	2
D	60	69	Yes	1
E	0	59	No	0

6 HIGH SCHOOL PROGRAM AND POLICIES

Promotion

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum # of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels will be updated twice each year – once in the fall and again at the end of the school year. The automatic adjustments are based on the student's earned and verified credits recorded in Connexus.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade to most appropriately match the student's current academic needs.

Graduation and Diploma Requirements

To be eligible to graduate and receive a diploma from Reach, a student must meet **all** of the following requirements:

- complete the 21 credits required by the PDE in specific area and subject as outlined herein;
- be enrolled during the semester immediately prior to graduation, and not be full-time enrolled in any other school;
- earn at least 1.5 credits (or 3 courses) in the semester immediately prior to graduation;
- pass all state-mandated Keystone End of Course exams or Project Based Assessment(s); and
- meet any other additional graduation requirements required by the school or state.

A student may finish school during the school term in which he/she turns 21 years old.

Early Graduation

At the close of the second semester, the Lead School Administrator, school counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The Lead School Administrator will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements.

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the Lead School Administrator. The Lead School Administrator and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. After the Lead School Administrator grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in Reach and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in Reach*, and official transcripts will be available at any time by contacting the school. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by Reach, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects.

Subject	# of Credits
English	4.0
Mathematics	3.0
Science	3.0

Subject	# of Credits
Social Studies	3.0
Arts or Humanities or Both	2.0
Health and Physical Education	1.0
Additional courses from among those approved for credit toward graduation by the school including approved vocational education courses	5.0

Reach uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Grades and Grade Point Averages (GPA)

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at Reach and at other schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. The school's grading scale is below.

Semester and year-end grade point averages (GPA) calculations will follow a four point scale (below). GPAs will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses and approved college courses are weighted with one (1) extra grade point.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)	Weighted (College Courses)
A+	98 – 100	Yes	4.00	4.50	5.00	5.00
A	92 – 97	Yes	4.00	4.50	5.00	5.00
A-	90 – 91	Yes	3.67	4.17	4.67	4.67
B+	88 – 89	Yes	3.33	3.83	4.33	4.33
B	82 – 87	Yes	3.00	3.50	4.00	4.00
B-	80 – 81	Yes	2.67	3.17	3.67	3.67
C+	78 – 79	Yes	2.33	2.83	3.33	3.33
C	72 – 77	Yes	2.00	2.50	3.00	3.00
C-	70 – 71	Yes	1.67	2.17	2.67	2.67
D+	68 – 69	Yes	1.33	1.83	2.33	2.33
D	62 – 67	Yes	1.00	1.50	2.00	2.00
D-	60 – 61	Yes	0.67	1.17	1.67	1.67
F	0 – 59	No	0.00	0.00	0.00	0.00

Class Rank

Reach will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from Reach will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level. The class rank is not included on the student's official high school transcript.

Release of High School Educational Records

Reach will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's Caretaker, or from the student if he or she is 18 years or older or an emancipated minor.

To ensure that application deadlines are successfully met, the school requires advance notice of at least **10 working days for requests to provide educational records** to students, Caretakers, and/or third parties. We require **30 days' notice for letters of recommendation**. *Note*: Class rank is only calculated twice a year.

Requests for records should be made using *the Authorization for Release of Educational Records Form* available in the Virtual Library under Forms, Colleges, and Careers.

Prerequisites

Students must meet all course prerequisite requirements prior to registering in them. Prerequisites are listed by each course's overview in the course catalog. Semesters A and B of a course cannot be taken concurrently (during the same semester).

Duplicate Coursework: Repeating a Course

Students may repeat a course in order to improve their grade. Only the higher of the two grades will be included in the GPA. Credit will be awarded only once, for the higher of the grades. Both courses and both grades will show on the transcript.

Schedule Changes

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a Caretaker must make a request to the school counselor.

Transcripts

Students are able to access ongoing information about their courses through their online grade books within Connexus. To request an official copy of a transcript, families must complete a *Transcript Request Form* (located in the Virtual Library) and submit it to the Lead School Administrator for approval and processing. Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope. Caretakers are able to view a copy of the transcript through the Connexus at any time.

Credit from other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to Reach. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official Reach transcript will display both the credits earned at Reach as well as any transfer credits.

Credit for Coursework Completed in a Non-standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Reach for coursework completed in a non-standard school program.

1. **Assessment:** the student takes and achieves a passing grade (D-) on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher he or she will be granted credit for that course. The test(s) must be taken in a school-approved proctored setting.

2. **Portfolio**: The student submits a portfolio documenting coursework, which may include:
   - Samples of prior work
   - List of texts used in prior courses
   - Artwork
   - Writing samples
   - Report card from prior school/home school
   - Student Interview
   - Other materials as requested by the school counselor

The portfolio will be reviewed by each relevant content area teacher. The appropriate content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and/or French I & II, will be granted credit by the relevant content area teacher for each of the courses documented, and will be placed in Reach at the grade level appropriate for the number of credits granted.

The school counselor and/or Lead School Administrator may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Competency**: Based on a portfolio of materials similar to, but perhaps less comprehensive than that listed in #2, the subject area teacher makes a decision about where to place the student. After the student has completed one full semester at Reach, the subject area teacher reviews the student's progress in the Reach course(s). If the student earns a passing grade in the course that follows a course taken in a non-standard school, the Lead School Administrator or counselor may award credit(s) for the course(s) taken in the non-standard school. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

Students may use any combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language.

Credits for courses completed in a non-standard school program may be granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in Reach.

High School Courses Taken in Middle School

Students may earn high school credit for high school level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course, and must be approved by the school counselor in advance. Students must have approval of the school to pursue this opportunity. Check with the school counselor for more specific information.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While Reach recognizes the value of these activities, they cannot be used to earn high school credit.

Independent Study

Independent Study is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an Independent Study project must complete an application and have the approval of the teacher, school counselor, and Lead School Administrator in advance.

Students Driving To Sanctioned Events

First and foremost, we highly recommend to Caretakers that students not be permitted to drive unaccompanied to Reach sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options. However, under certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a Reach sanctioned Event, students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an Event.
- Must possess a valid driver's license.
- Must use a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file
- Obtain school permission to drive unaccompanied to events.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the Virtual Library or the school).
- Document school permission to drive to events by obtaining the Lead School Administrator's (or designee) signature on the *Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.

- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for Events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events shall remain the responsibility of their Caretakers. If a student driving to or from an Event is involved in an accident, Reach shall not be liable for any injuries or damage; all liability rests with the student, his/her Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Under no circumstances shall students drive other students to an Event. If a student nevertheless permits another student or students to ride with him/her, Reach shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privileges may be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow state laws or school rules and/or procedures for Events, may have their permission to drive unaccompanied to school Events revoked by the school. Furthermore, students may be reported to the police for further action.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students

Enrollment Requirements

All Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) as soon as possible after the enrollment process is complete. It is important that the IEP is current and complete, and that all educational assessments and evaluation reports that support the IEP are also submitted. Enrollment will not be delayed; Reach staff will work with families and with the student's prior school to obtain copies of necessary documents.

All documents are reviewed by the Director of Special Education, the student's IEP annual review date is noted, and an IEP meeting will be scheduled, if necessary. At the start of school, a member of the special education staff contacts the family to discuss specific student needs or to clarify information.

During the School Year

At the beginning of the school year, the special education team ensures that teachers of students with IEPs have access to each student's IEP. The teachers are made aware of each student's special learning needs and required accommodations. Teachers are also given guidance on how to make the necessary program accommodations and modifications.

Conducting IEP Meetings

The special education team, including a special education teacher, plans for and schedules all annual reviews and other IEP-related meetings. The team contacts families and establishes mutually agreeable meeting times. Typically IEP Team meetings are held in a virtual LiveLesson classroom and on a conference line and occur in compliance with all state and federal laws.

Special Education and Related Services

Some students qualify to receive special education as well as related services according to their IEPs. Due to the virtual nature of the school, the services are typically provided virtually over the Internet with real-time conferencing software. Reach will provide a continuum of special education and related service that may include alternative placements. The IEP team ensures that services are provided in compliance with the IEP.

Child Find

Reach has established and implemented Board-adopted procedures to identify, locate, and evaluate all children who need special education programs and services. Child Find refers to activities undertaken by the school to identify, locate, and evaluate enrolled children who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available.

Reach's Director of Special Education will serve as the Child Find Coordinator and will provide Child Find information and public awareness outreach to school staff, Caretakers, local organizations and agencies. School staff will receive information on analyzing universal screening results (including LEAP and DIBELS assessments) to identify students in need of instructional interventions and, potentially, special education evaluation. Students in need of intervention may also progress through Reach's Multi-Tiered System of Supports/Response to Intervention and Instruction (MTSS/RtII). Staff training will include how to facilitate requests from Caretakers for evaluation.

Reach conducts systematic screening activities that lead to the identification, location and evaluation of enrolled children with disabilities. Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available.

- Reach's MTSS/RtII frameworks helps teachers identify students in need of intervention who may not be meeting appropriate educational benchmarks.
- The screening activities include:
  - review of test data including statewide assessment results
  - review of academic progress
  - hearing and vision screening
  - assessment of student's academic functioning
  - observation of the student displaying difficulty in behavior
  - teacher and learning coach observations
  - determining the student's response to attempted remediation

Reach's statement about Child Find is accessible to the general public. The statement is located on the general school public website and is communicated through banner messages on Caretaker homepages within Connexus. In addition, all families enrolled in Reach receive Child Find information within the school newsletter, published on a semester basis. A link to the *Pennsylvania Parent Guide to Special Education for School-Age Children* is also provided in all locations.

Student Support Team

The Student Support Team (SST) at Reach is comprised of school administrators, general and special education teachers and staff, school counselors as needed and parents when appropriate. The team meets regularly to discuss the progress of students who are demonstrating difficulties with the Reach curriculum. Any academic or behavioral difficulties have been documented by the student's teacher in Connexus and are related to the student's academic performance, progress, participation, and/or attendance.

Teachers follow the SST referral process as they refer students for discussion. The team meets to:

- review student academic and/or behavioral difficulties,
- accommodations and modifications that have been implemented,
- attempted differentiation by the teacher of the content area of concern
- progress or regression noted by the teacher, and
- other relevant information.

After a thorough discussion, the SST members will offer suggestions, and will provide the teacher and Learning Coach with varying intervention strategies to implement with the student. An intervention strategy is planned, and systematic data collection by the Reach staff is implemented to resolve the issues. At subsequent follow-up meetings, the team discusses which strategies were implemented by the teacher and Learning Coach, how those strategies worked, how the student is currently performing, and if other strategies need to be explored or implemented.

If the members of the team determine that multiple strategies yielded no positive results, they will escalate their concerns to their managers and/or the special education team, as appropriate. Parents are also informed of the academic concerns. The SST may also elect to escalate the

student's Reach warning status to the next level, thus informing the Caretaker and school administrator of the concerns. When appropriate, the SST will refer the student for a special education evaluation, and may do so at any point in the process.

Special Education: Educational Records Confidentiality

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of eligible children. The policy stated below has been prepared to ensure the privacy rights to both the Caretakers and an eligible child in the collection, maintenance, release and destruction of these records. This policy incorporates provisions from the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch. 12), the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the Confidentiality Section of the Individuals with Disabilities Education Act ("IDEA") , and the Confidentiality Section of PA Special Education Regulations and Standards.

Information in this policy will be reviewed and updated as necessary.

Destruction – means physical destruction or permanent expungement of personally identifying data from a student's educational record so the information in those records is no longer personally identifiable.

Directory information – includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Education record/records – means those records which are directly related to an exceptional student and are maintained by Reach. This includes records for a student who is currently or who in the past received special education and related services from Reach. Records include permission to evaluate, evaluation reports, IEP, Section 504, notice of recommended education placement, progress reports, etc. (Personal notes of instructional, supervisor, or administrative personnel are not considered to be part of education records.)

Personally Identifiable Information (PII) – includes data or information that identifies a student or a student's family members, including but not limited to, name, address, telephone, personal identifier such as student number or social security number or by a list of characteristics or other information that, alone or in combination, is linked or linkable to a specific student that could be identified with reasonable certainty.

Release – the giving of access to or the allowance of inspection, transfer, disclosure, or communication of any portion of a student's education records which includes in it personally identifiable information; the term also means release to any person by any means.

Student – means exceptional school age pupil or preschool pupil (eligible young child) with respect to whom an educational agency maintains education records.

Parent – includes a parent, guardian, or a surrogate parent who acts as a parent in the absence of a parent or guardian. Unless there is a state law or court order which provides to the contrary, the Intermediate Unit may presume that the parent has the authority to exercise the right inherent in the Family Educational Rights and Privacy Act of 1974 (FERPA).

Eligible student – a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education.

Authorized school official – means an administrator, supervisor, or instructor who has a legitimate education interest in the student's education.

Education Records

An education record shall be maintained for each child receiving special education services from the school at the following locations:

- A special education file shall be maintained in the Student File Room at Reach. This file shall be considered the complete special education file.
- A permanent record shall be maintained for each current child and stored in the school site.
- A health record for each currently enrolled student will be kept in a locked cabinet.
- A copy of the special education file, permanent file, and health file will be stored in the Records Room for students who are no longer enrolled in the school.

Transferring Files to Other Districts

When files are transferred to other schools, the file will be sent to the requesting district after a copy is made and stored in Reach's Records Room. The school will notify parents when a request has been made by another school district for a copy of their child's file.

Viewing Files

A parent/guardian has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which will not exceed the costs of duplication).
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Student Access Rights

When a student is eighteen (18) years of age or attending a post-secondary education institution, the right accorded to and consent required of a student's parent/guardian by law will only be accorded to and required of the student.

Parental Access Rights

A parent/guardian, eligible student, or designated representative shall have access to the student's education records within forty-five (45) days of receipt of written request in order to inspect, review or copy education records. The school may charge a fee for copying education records.

A parent/guardian also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the parent/guardian, the Consent to Release Information form must be completed by the parent/guardian.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Accessing Records

Reach will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The parent/guardian has the right to inspect the access record of their child's records.

Maintenance Records

The Director of Special Education shall be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible young children are enforced and administered. This official will:

- Annually notify parents/guardians and eligible students of this policy, its procedures, and their rights. The notification shall be in their primary language unless it is not feasible to do so.
- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all school faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing shall consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

Destruction

Reach will not destroy any part of an education record or personally identifiable information necessary for the education of a student who is enrolled or has been enrolled in the school.

Release of Information

In order to protect the rights of the student and his/her parents/guardians against infringement of privacy, misinterpretation of data, inappropriate use, Reach will obtain the written consent of the student's parent/guardian or the eligible student prior to disclosing personally identifiable information from the education records of a student, other than directory information, except when prior consent for disclosure is not required by law. Consent will be obtained using the Consent of Release Information form.

Prior consent for release of such information is not required when disclosure is:

- To authorized school official or subcontracted agencies have a legitimate educational interest (a **legitimate educational interest** for an authorized school official means that this official will have administrative, supervisory, or instructional duties with regard to the student's education program.)
- To officials of another school or school system in which the student is enrolled or intends to enroll; records will not be released without notifying the parents/guardians.
- To authorized representatives of the Comptroller General of the United States, the Secretary, or state and local educational agencies.
- To state and local officials or authorities, if a state statute adopted before November 19, 1974, specifically requires disclosures to those official and authorities.
- To comply with judicial order or lawfully issued subpoena, provided Reach makes a reasonable effort to notify the parent/guardian of the student or the eligible student of the order or subpoena in advance of compliance.
- To organizations conducting studies for, or on behalf of, education agencies or institutions provided such organization have received approval from Reach Board of Trustees.
- To a parent/guardian of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
- In connection with a health or safety emergency, only if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Written consent will be obtained prior to release of personally identifiable information to any party not mentioned above. Prior to requesting consent, Reach will provide the parent/guardian or eligible student in writing with the following:

- A general description of the information or record to be released.
- The form of the release.
- The reason the release was requested.
- The party or agency to which the information will be released.

Whenever the student's school district of residence, Intermediate Unit, or the Department of Education requests the release of information, a charter school must comply with the request within ten (10) days of receiving the request.

When a school district in which the student is enrolled or intends to enroll requests the release of information, Reach will comply with the request within ten (10) days of receiving the request.

Parental Request for the Amendment of Records

A parent/guardian has the right to request that Reach amend information contained in education records collected, maintained, or used by Reach if she/he believes it to be inaccurate, misleading or in violation of the privacy or other rights of the student.

Subsequent to a request for an amendment, Reach shall decide whether to amend the disputed information within forty-five (45) calendar days after the receipt of the request to amend.

If Reach agrees to amend the disputed information, the parent/guardian or eligible student shall be notified in writing.

If Reach decides not to amend the education record in accordance with the request of the parent/guardian, Reach shall inform the parent/guardian in writing of the refusal, the reason(s) for the refusal, and shall provide further notification of their right to request and receive a records review hearing.

The following procedure will be followed when the opportunity for a hearing is actualized:

- The hearing shall be held at a mutually agreed upon time and place within thirty (30) days after Reach receives the request of a hearing from the parent/guardian.
- Reach shall give written notification to the parent/guardian of the date, place, and time of the hearing not later than five (5) days in advance of the hearing.

- The parent/guardian shall be afforded a full and fair opportunity to present evidence relevant to the specific information and reason(s) for requesting that information be amended, and may be represented at his/her own expense by an individual of his/her choice, including legal counsel.
- The hearing officer shall render a written decision within thirty (30) days of the conclusion of the hearing. This decision shall be based solely on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
- If the decision rendered is to amend the education records(s), Reach will inform the parent/guardian of this in writing.
- If the decision rendered is not to amend the education records, Reach shall inform the parent/guardian in writing of his/her right to place in the educational records of the student a statement commenting upon the information in the educational records and/or setting forth any reason for disagreeing with the decision of Reach. Parents/guardians will also be informed of their right to request an impartial due process hearing.
  - This response shall be maintained by Reach as part of the educational records of the student as long as the record or contended portion thereof is maintained by Reach.
  - If the educational records of the student or the contested portion thereof are disclosed to any party, the explanation shall also be disclosed to that party.

Special Education: Independent Educational Evaluation

Definition

An independent educational evaluation (IEE) means one or more individual assessment(s), each completed by a qualified examiner who is not employed by Reach.

Right to an IEE

- A parent has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by Reach. The parent may be asked (but may not be required) to discuss their objection to the evaluation obtained by Reach, however the parent is entitled to only one IEE at public expense for each district evaluation.
- The parent has the right to an IEE at his or her own expense at any time, and the IEP team must consider the results.
- If a parent requests an IEE at public expense, Reach must without unnecessary delay, either:

  - Initiate a hearing under 34 CFR §300.507 to show that its evaluation is appropriate or,
  - Ensure that an IEE is provided at public expense.

Reach and IEE

Reach administrators and special education teachers are familiar with the provision and procedures for IEE. Any inquiry from a parent requesting an IEE is directed to the Director of Special Education. All evaluation reports, including IEEs obtained by the parent at his or her expense, are discussed and reviewed at a Multi-Disciplinary Team (MDT) meeting that includes the parents and all pertinent school personnel. The results of the evaluation are discussed and considered by the MDT and a decision is made as to what role they will play in further educational program planning.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students

Enrollment Requirements

Caretakers of students with Section 504 plans seeking to enroll in the school are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process. When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 Coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan. Teachers will also have access to information as to accommodations and modifications on their home page.

Reevaluation

The school shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades, elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 Coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

New Referrals

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and modifications, supplemental aides and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires the school to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Reach is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student is in need of assistance in order to fully participate in Reach's education program, please contact the school's special education coordinator or 504 Coordinator. You can also obtain 24-hour technical support by calling the Accessibility Hotline at 888-639-5960.

9 CONDUCT, DUE PROCESS, GRIEVANCE, AND COMMUNICATION

9.2 Bullying and Other Forms of Prohibited Behavior

Reach is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, religion, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

Prohibited behaviors include all of the above.

The school Administration (and Board, if applicable) will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, Lead School Administrator, or assistant principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the Lead School Administrator should be filed with the Board President. Every student is encouraged, and every staff member is **required**, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process.

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The Lead School Administrator or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the Lead School Administrator or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file **written** reports regarding any suspected prohibited behavior by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library, and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the Lead School Administrator for review, investigation, and action.

Students and/or their Caretakers may make *informal* complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library. This written report shall be promptly forwarded by the school staff member and/or administrator to the Lead School Administrator for review, investigation, and appropriate action.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Bystanders

Bullying involves not only those who are bullies and their victims, but also the bystanders who are witnesses. Reach recognizes that bystanders may be negatively affected by bullying, but that they also have the potential to play a positive role in responding to it.

Bystanders may be negatively affected in the following or other ways:

- be afraid of being associated with the victim of bullying for fear of becoming a target of the bully themselves
- feel discomfort or fear at witnessing bullying
- feel guilt, helplessness, or loss of control for not standing up to the bully
- be drawn into the bullying behavior by group pressure
- or feel unsafe in the situation.

Conversely, bystanders may be able to help victims of bullying by doing the following:

- Ask for help from a trusted adult such as a teacher, Lead School Administrator, or other school official.
- Help the person being bullied: create a distraction to focus attention on something else; try helping the person who is being bullied leave the scene by telling him/her that you need them to play a game or that an adult needs to see them, etc.
- Don't give bullying an audience: bullies are often encouraged by the attention they receive, so don't support them by watching.
- Set an example: do not bully others; don't encourage bullies; create posters against bullying; join an anti-bullying club; tell a bully that his/her actions are not funny.
- Be a friend to the person being bullied.
- Spend time with the person being bullied: talk to them; listen to them; tell them you think that bullying is bad; tell them to talk to a trusted adult for help.

The school's expectation is that student bystanders will report bullying to a school official or other appropriate adult in a timely manner. If it comes to the attention of the school leadership or staff that a student bystander did not report bullying, the school will initiate a conversation with the student regarding the school's expectations for bystanders to report bullying. Second and subsequent occurrences of non-reporting of bullying may subject the student to more serious disciplinary action.

Any student who is actively involved in bullying, may be subject to disciplinary action for bullying as described in *Section 9.3 Discipline and Due Process for Students* in this Supplement.

Student Assistance Program (SAP)

Reach will maintain a Student Assistance Program (SAP) to identify, intervene, refer and monitor students having school related programs because of drug, alcohol, and/or mental health issues, and other barriers to learning.

What is Student Assistance Program (SAP)?

The Student Assistance Program is a voluntary, systematic intervention process for students at risk by a team of trained, professional school personnel and community agency liaisons.

The **mission** of Reach's Student Assistance Program is to identify, intervene, refer, and monitor students having school related problems because of alcohol, drug, and/or mental health issues, and other barriers to learning.

The **primary goal** of the Student Assistance Program is to help students overcome those barriers in order that they may be more successful academically.

The SAP Team is committed to the utmost confidentiality in all aspects of the intervention process. Matters brought before the team will not be shared outside of the team, unless there is a professional/parental need to know. Parent permission is obtained before any student is interviewed by a team member. In situations where the health, safety, or welfare of a child is at risk, the SAP team is obligated to notify proper authorities.

Who is involved?

The **core of the program** is the Student Assistance Team comprised of teachers, administrators, school counselor, school nurse, and outside consultants trained to work with students.

How does SAP work?

The Student Assistance Team receives referrals from parents, students, teachers, administrators, and other concerned school personnel. Referrals are made by contacting any member of the SAP team. A list of the SAP team members can be obtained by contacting the school. Students can refer themselves.

What happens after a confidential referral?

After receiving a referral, team members gather information from other staff members who have had contact with the student. An informal team meeting is convened to determine the status of the referral. Parents are then contacted and asked to provide written consent before SAP services are initiated, and if consent is given, parents will be asked to provide similar information on the child. Parents or a student can decline participation in SAP at any time – the program is voluntary.

After compiling all information provided, the SAP team will then determine if recommendations for further services is necessary. The recommendations could be a conference with a SAP member or a request for an assessment provided by a trained specialist from a drug and alcohol or mental health agency. These specialists work with the team members to recommend appropriate action for that individual student. The team monitors and provides support for the student throughout the process.

Drug and Alcohol Abuse Policy

Drugs and alcohol are prohibited at all school sanctioned events and in all Reach buildings.

Drug and alcohol abuse among young people is a major problem confronting our society and our community. For this reason a clear policy on drug and alcohol abuse is established for the students of Reach.

It is generally agreed that the most meaningful approaches to drug and alcohol abuse involve cooperative efforts on the part of students, Caretakers, the school, community and social agencies. Furthermore, the best contribution schools can make is to provide positive, meaningful learning and the development of an educational program of value for each individual student.

Students attend school so that they may develop to their fullest potential. Reach recognizes the need to manage and treat the problem of drug and alcohol abuse and plans to take appropriate measures to prevent the problem of such abuse and support the establishment of a SAP. The purpose of the SAP is three-fold:(1) to identify students who are having problems because of drug/alcohol use or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) to refer those students for appropriate help.

The SAP is not a treatment program. It seeks to improve identification of students who exhibit forms of "at risk" behavior, such as suicidal intent, depression, drug and alcohol use and abuse. It also provides for intervention by making referrals to outside agencies.

I.   DEFINITIONS

Controlled Substances (Drug /Mood altering Substance/Alcohol): Controlled substances, including but not limited to, alcohol, drugs, narcotics, and/or other health endangering compounds which include but are not limited to: alcohol, alcoholic beverages, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue solvent-containing substances, anabolic steroids, "look alike" drugs, prescription or over the counter drugs when in possession is unauthorized or such inappropriately used or shared with others, and all controlled substances identified in the following laws: Comprehensive Drug Abuse Prevention and Control Act of 1970 (P.L 91-513), the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, Act of April 14, 1972 (P.M. 233, No. 64) as amended; and The Controlled Substance, Drug, Device and Cosmetic Act (P.S. 780-101, et. seq.)

Look-alike Drugs: Substances manufactured or designed to resemble - 1) drugs; 2) mood-altering substances; 3) narcotics; or 4) other health endangering compounds

Under the Influence: A student shall be considered "under the influence" if he or she has consumed a controlled substance within a time period reasonably proximate to his/her presence on school property, on a school designated vehicle, or at a school sponsored function (i.e., field trips, state testing)

Student Assistance Program (SAP): A multidisciplinary team that includes teachers, administrators, and counselor. This team is trained to understand and work with adolescent drug/alcohol/mood-altering substance use, abuse, and dependency. The team's primary role is to identify, intervene, and refer for treatment any student who is suspected of engaging in drug/alcohol/mood-altering substance use, abuse, possession, and/or distribution.

Coordinator of Student Assistance Programs and Services: A certified program specialist with an expertise in the areas of social restoration and student high-risk behaviors.

Distribution: To deliver, sell, pass, share, or give to another person, or to assist in distribution of any alcohol, drug, or mood altering illegal substance; actual, constructive, or attempted transfer from one person to another of any alcohol, drug, or mood-altering substance.

Active Possession: To possess or hold without attempt to distribute, any alcohol, drug, or mood-altering substance.

Constructive Possession: A person's knowing joint control and/or access with other persons to any alcohol, drug, or mood-altering substance.

Cooperative Behavior: The student's willingness to reasonably and helpfully work with staff and school personnel, and to comply with Student Assistance Program requests and recommendations.

Uncooperative Behavior: The student's resistance or refusal (verbal, physical, or passive) to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit, and flight are examples of uncooperative student behavior. Uncooperative behavior includes, but not by way of limitation, refusal to comply with Student Assistance Program requests and recommendations.

Drug Paraphernalia: Includes any equipment, utensil or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes and bowls, and includes all items as defined as drug paraphernalia in Section 102 of the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, 35 P.S. 780-102, as amended.

II. VIOLATION OF POLICY

This policy is violated when any student, visitor, guest or any other person unlawfully manufactures, uses, abuses, possesses, constructively possesses, is under the influence of, distributes, or attempts to distribute drugs, alcohol, or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities utilizing transportation approved by the Reach, or who conspires, aids, or abets in the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood-altering substances.

Discipline, Rehabilitation, and Punishment
Any student who violates this policy shall be subject to the following disciplinary, rehabilitative and punitive actions. The school reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of drugs, alcohol, and other mood-altering substances even if the same is not provided for specifically in any rule or regulation enumerated herein.

Drug and Alcohol Policy
A student possesses drug-related paraphernalia and/or a student possesses (actively or constructively), uses, or is under the influence of drugs, alcohol, or mood-altering substances.

First Offense:
1. An administrator shall immediately contact the student's Caretaker(s).
2. An administrator shall contact law enforcement authorities.
3. If necessary, an administrator shall schedule an informal hearing.
4. If after the informal hearing the administrator determines the offense has been committed by the student, the administrator may:
    a. suspend (suspension as defined in Section 9.3 of this Supplement) the student for seven (7) days;
    b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense.
5. Uncooperative behavior will lead to an additional three days of suspension.

Subsequent Offense(s):

1. The Lead School Administrator shall contact the student's Caretaker(s) and request that they report to the Lead School Administrator's office or conference via telephone if appropriate immediately.
2. The Lead School Administrator will contact law enforcement authorities.
3. The Lead School Administrator may schedule an informal hearing in accordance with Section 9.3 Due Process of this Supplement.
4. If after the informal hearing the Lead School Administrator determines the offense has been committed by the student, the Lead School Administrator may:
   a. suspend the student for up to ten (10) school days;
   b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;
   c. have the option of requesting a formal disciplinary hearing to be scheduled before the Board, or a committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code based on the findings of fact.

If a student distributes a drug, alcohol, or mood-altering substance:

1. The Lead School Administrator shall contact the student's Caretaker and request that they report to the Lead School Administrator's office or conference via telephone if appropriate immediately.
2. The Lead School Administrator may schedule an informal hearing in accordance with Section 9.3 Discipline and Due Process for Students in this Supplement.
3. If after the informal hearing the Lead School Administrator determines the offense has been committed by the student, the Lead School Administrator may:
   a. suspend the student for up to ten (10) days;
   b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;
   c. request a formal disciplinary hearing to be scheduled before the Board, or Committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code.

9.3 Discipline and Due Process for Students

All students enrolled in Reach are expected to conduct themselves in accordance with the rules for the school, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the U.S. Constitution.

Discipline Measures

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will continue to have access to Connexus.

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, he or she is temporarily removed from class (Connexus) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the Lead School Administrator, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absences:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Intimidation:* A student who engages in behavior intentionally meant to cause another person to fear harm or injury, be frightened into submission or compliance, or to feel a sense of inferiority.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.

- *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violence within a dating relationship*: a student who attempts to maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, emotional, and/or mental abuse.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues.*

3. Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others: possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

For those students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions. The student will continue to receive FAPE

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

An informal hearing will be convened with the student, Caretaker, Lead School Administrator and other staff members as appropriate. The Lead School Administrator will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his or her version of the occurrence. If the Lead School Administrator determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her Caretaker. The student will be provided all due process as required by law.

Suspension of over 10 days, or an Expulsion

If the school determines that a student's conduct may warrant expulsion, the Lead School Administrator will provide written notice to the Caretaker of the student of his/her determination and the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his or her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. After the hearing, the Lead School Administrator will make a recommendation for or against expulsion to the Board. Once the Board rules on the expulsion, the Lead School Administrator and/or the Board will provide notification to the student and Caretaker of the Board's decision and discipline determination. The decision of the Board is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 total days or 15 cumulative days in a school year, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

Reach requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

First Offense

The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student's teacher will contact the student to explain to the student the specific reason(s) why the work submitted is considered plagiarism, and will discuss with the student how to avoid plagiarizing again. The student will be required to resubmit the question/assignment with original work. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Second Offense

The second time a student is caught plagiarizing, he/she will be required to redo the question/assignment, but can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Third Offense

The third time a student is caught plagiarizing; he/she will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism by a student may result in a recommendation by the Lead School Administrator that the student be determined to be a repeat violator of school policy and a disruption of school discipline. Such recommendation may result in a determination to suspend or expel the student as outlined *Section 9.3 Discipline and Due Process for Students* in this Supplement.

Cheating

Reach requires students to complete all assessments (i.e. tests, quizzes, and quick checks) individually without the aid of, but not limited to: (a) the internet, (b) textbook(s), (c) a Learning Coach, (d) or other students. In addition, assignments other than tests, quizzes, and quick checks must be the student's original work. NOTE: It is not allowable for students to submit work through their Learning Coach's account.

First Offense

The first time a student is determined to have cheated on any assignment, the student will receive a zero for that assignment or assessment without the opportunity to make it up.

Second Offense

The second time a student is caught cheating he/she will be required to attend a conference call with a teacher and the Lead School Administrator.

Third and Subsequent Offenses

The third time (or subsequent times) a student is caught cheating, he/she may be required to complete the assignment/assessment in the school office under the supervision of a teacher.

9.5 Grievance Process for Caretakers

The school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and students adhere to their responsibilities stated in the PLCA and the School Handbooks, and when necessary, will discipline, suspend, or expel a student, invoice, refer to collections, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing, obtaining property under false pretenses, failure to return materials, or violating the materials and equipment policies.

Caretaker Remedies

If a Caretaker has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, he or she has the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at a lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a Caretaker feels that there has been unlawful discrimination on the basis of gender, race, ethnicity, or on the basis of disability, or when there are allegations of sexual abuse or any other unlawful misconduct on the part of the school or its employees, then the parent must activate the grievance procedures set out below and can directly report the complaint to the Lead School Administrator.

If charges are brought against a student for a breach of the PLCA, which could result in a suspension of up to ten (10) days or an expulsion, the due process procedures in the *Discipline* and Due Process for Students section of this Supplement are to be followed.

Grievance Process

1. A Caretaker with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with his or her supervisor and respond to the Caretaker within a reasonable time period.
3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the Lead School Administrator. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff members, if necessary, within a reasonable time period.

If either party does not resolve this grievance, the Caretaker should then request a meeting with the Board, in writing, at least five (5) days before the regularly scheduled Board meeting. The contact information for the school Boards parent representative is set out in the contacts section of the handbook. Caretakers should contact the President of the Board with any concerns related to the grievance process or due process for a student. The Caretaker may also contact the PDE.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.2.2 Technology Provided

Reach will provide each student with the following:

- One laptop computer per student in grades K–12 with appropriate hardware and software for accessing the educational program and ensure the online safety of students.

- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.

   Note: the most current information can be found in the Hardware and Connectivity section of your school-specific homepage.

10.2.5 Use of the Internet

Internet Reimbursement

Families will arrange for Internet service for their students to attend school and, will be regularly reimbursed for the full cost of Internet service (and also printer ink) , as outlined below. Reach will reimburse the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The reimbursement schedule will also factor in students enrolled in Reach's various pacing models.

For students who are unable to arrange for Internet service, Reach will work with them to help with securing high speed Internet access. If the studenta family lives in an area that receives limited or poor Internet connections or needs assistance in arranging Internet service, please contact the school. the school will work with the family on alternative methods for accessing Reach online. One potential solution is to provide students with an educational Mi-Fi. Educational Mi-Fi may be procured through Kajeet, a company recommended by Verizon. Kajeet provides a solution using a Verizon Mi-Fi running on the Verizon 4G LTE network with their Sentinel cloud portal that provides CIPA compliant filtering to keep students on task.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, Reach will ensure the families are reimbursed for Internet expenses over the summer months.

Each family will receive a payment for the cost of home Internet costs, printer supplies, or any other supply to support the students' educational programs. The payment will be distributed out three time during the year through a third party vendor, unless this disbursement schedule would create a family hardship. In this circumstance, the family should request an alternative disbarment schedule to remove the hardship. In order for the household to receive the payment, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made and; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor.

Debit Card Issuing Schedule

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families enrolled in the Year-Round pacing option will receive the subsidy for the summer months. Families enrolled in the Traditional and/or Accelerated pacing options are not given a subsidy for the summer months.

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Reach Connections Academy
2016-2017 Budget Notes

Overall Comments

1. The budget reflects a funded enrollment of 850 students generating total revenue of approximately $9.2 million from all state and federal funding sources.

2. To provide better support for the fact that federal funds are supplementing the school's educational program and not supplanting it, expenditures are budgeted by fund source. The biggest impact involves the approach to staffing, which will be discussed later.

3. Total funding from all sources on a per pupil basis is budgeted at approximately $10,700. This budget does contain some changes from the assumptions presented in the charter application budget, most notably in the areas of student technology and student-teacher ratios. The additional costs associated with these changes have been made to enhance the academic outcomes of the school's program.

Enrollment and Grade Distribution

1. Enrollment for the year is expected to average 850 students with all students enrolled in grades K-9. No enrollment in grades 10-12 is budgeted for the 16-17 school year.

2. To achieve this level of enrollment, the school is expected to enroll a total of 1,190 students throughout the school year. As measured in the monthly school report, this translates into a "turnover and mid-year start" factor of 40%.

3. The grade distribution is budgeted to comprise 48% of students in grades K-5, 52% in grades 6-9.

4. The percentage of students expected to receive special education services is budgeted at 14% (12% of students on an IEP and 2% on a Gifted Plan).

Revenue

1. The base per pupil funding rate paid by districts is assumed to be $9,273 for a general education student (this represents a weighted average district rate that reflects the school's student mix). For those students who receive special education resources, the per pupil funding is projected at $19,470.

2. The budget includes $199,000 in funding from the Federal Title Fund program. This consists of $177,000 for Title I (low income, disadvantaged students) and $22,000 for Title II (professional development). The use of these funds is restricted, but the budget uses the money in an appropriate manner, primarily for teacher compensation and other resources targeted at these populations.

Staffing

1. The staffing model contained in the budget follows the majority of the assumptions provided in the charter application with some modifications, including the reduction of student-teacher ratios. It is hoped that staffing decisions will be based upon the assumptions in this model, thus providing school management with an objective guide throughout the year in which to make hiring decisions. This model offers guidance on student-teacher ratios for different

grade levels, use of federal grants in funding some of the teachers, and administrative staff structure.

2. The Staffing Model in this budget presents the number of teachers funded by federal funds separately from the number of teachers funded by the general state fund. This form of budgeting by fund provides better support for the fact that federal funds are supplementing the school's educational program and not supplanting it. The budget assumes federal funds will be used to support the hiring of four teachers.

3. The proposed combined student-teacher ratios are as follows:
   a. 43:1 for K-5
   b. 37:1 for 6-12 (no enrollment for grades 10-12 for the 16-17 school year)
   c. 25:1 for special ed
   d. 275:1 for secondary advisory teachers
   The resulting overall student-teacher ratio is projected at 31:1.

4. If budgeted enrollment levels are achieved, then the teaching and instructional support staff will be comprised of 9.4 FTE (full-time equivalent) elementary teachers, 11 secondary teachers, 4.6 special education teachers, 1 ELL teachers and 1.6 counselors/advisory teachers.

5. It is important to note that this staff accounts for all teaching responsibilities, including electives. If the school needs to find another resource to teach any electives, then the teacher allocation will need to be adjusted downward accordingly.

6. The budget assumes teachers will be eligible to pursue career ladder positions that would carry additional compensation.

7. The administrative team will consist of one principal, one assistant principal, one director special education, one manager of counseling services, one STEM coordinator, one business manager and two administrative assistants, for a total administrative staff of eight employees.

Benefits

1. The rate charged to the school for the provision of benefits is 20%. Pension expense has been budgeted at 10%, and payroll taxes will be charged back to the school at cost. Benefits, pension and taxes are estimated to represent approximately 39% of wages.

Products and Services

1. The charge to the school for products and services is included in the products and services fee as outlined in the schedule of fees.

2. The charge to the school for the provision of student technology is included in the student technology assistance services fee as outlined in the schedule of fees.

3. The charge to the school for the special education program support services is included in the special education program support services fee as outlined in the schedule of fees.

4. The Monthly Fees for "Enrollment/Placement/Student Support Services" and "School Business Support Services have been waived in their entirely for the first year of operation.

Other Non-Payroll Related Expenses

1. The charge from Connections to support the teaching of certain courses (primarily German, Latin, and Chinese) is $1.53 per student day enrolled in one of the courses supported by a Connections staff member. No expense is budgeted here as the full instructional cost is

shown in staff salaries. If the school utilizes this resource, its staff allocation will be adjusted accordingly.

2. In order to assist schools with extended teacher absences, such as maternity leave, Connections is planning on hiring some teaching resources. The charge to a school that utilizes one of these teachers will be $300 per day. Although this rate is higher than what is typical in the traditional school system, these teachers will be trained in Connections' program and the operation of Connexus®, its EMS (education management system). The school is under no obligation to utilize this resource and is free to determine the best way to fill any temporary absence.

3. Student Testing and Assessment expenses of $42,500 have been budgeted.

4. Office Rent and Utilities expense is budgeted at $108,000.

5. This budget also includes $25,500 for Travel and Conferences and $24,000 for Staff Training to allow staff members to participate in some charter school conferences and professional development workshops. Most of the professional development opportunities will be funded with the Title II grant.

6. $21,250 has been included in the budget for Extracurricular Activities.

7. $68,850 is included for Accounting Services, and $20,000 for External Audit; and Legal expense is budgeted at $10,000.

8. In order to encourage participation by Board members in school activities, including attendance at state and national charter school conferences, $20,000 has been included in the budget.

REACH Connections Academy - 2016-2017 Budget
Revenue and Expense Statement

	2016-2017 M&O Budget	2016-2017 Title I Budget	2016-2017 Title II Budget	2016-2017 IDEA-B Budget	2016-2017 Combined Budget
Average Enrolled Students	850				850
Funded Enrollment	850				850
Revenue					
Regular Ed Funding	6,936,199				6,936,199
Special Ed Funding	1,985,898				1,985,898
Subtotal	8,922,097	-	-	-	8,922,097
Title I	-	177,000			177,000
Title II	-		22,000		22,000
Title VI - IDEA B	-			-	-
E-Rate	-				-
Interest Income	-				-
Subtotal	-	177,000	22,000	-	199,000
Total Revenue	**8,922,097**	**177,000**	**22,000**	**-**	**9,121,097**
Compensation Expense					
Salaries - Administration	586,720	-	-	-	586,720
Benefits - Administration	117,344	-	-	-	117,344
Pension - Administration	58,672	-	-	-	58,672
Taxes - Administration	52,805	-	-	-	52,805
Subtotal Administration	815,541	-	-	-	815,541
Salaries - Teachers	1,346,349	127,338	-	-	1,473,687
Benefits - Teachers	269,270	25,468	-	-	294,737
Pension - Teachers	134,635	12,734	-	-	147,369
Taxes - Teachers	121,171	11,460	-	-	132,632
Subtotal Instructional Staff	1,871,425	177,000	-	-	2,048,425
Total Compensation Expense	**2,686,966**	**177,000**	**-**	**-**	**2,863,966**
Connections Products and Services					
Curriculum and Instructional Support Services	1,490,135				1,490,135
Student Connexus License	535,500				535,500
Student Technology Assistance Services	948,430				948,430
Enrollment/Placement/Student Support Services	612,255				612,255
School Operations Support Services	497,250				497,250
School Business Support Services	-				-
Special Ed Program Support Services	194,517				194,517
Professional Development Services	40,056				40,056
School Staff Support Services	139,394				139,394
Facilities Support Services	25,000				25,000
Total Connections Products and Services Fees	**4,482,536**	**-**	**-**	**-**	**4,482,536**

REACH Connections Academy - 2016-2017 Budget
Revenue and Expense Statement

	2016-2017 M&O Budget	2016-2017 Title I Budget	2016-2017 Title II Budget	2016-2017 IDEA-B Budget	2016-2017 Combined Budget
Pass - Through Expenses					
Office Supplies	25,500				25,500
Copiers / Reproduction	8,500				8,500
Office Postage	12,750				12,750
Student Testing & Assessment	42,500				42,500
Staff Recruiting	3,900				3,900
Staff Training / Professional Development	2,000		22,000		24,000
Travel and Conferences	25,500				25,500
Maintenance and Repair	8,500				8,500
High Speed Internet	20,000				20,000
Telephone	20,000				20,000
Student Technology Support Stipend	314,118				314,118
Student Printers	35,700				35,700
Office Rent (including utilties)	108,000				108,000
Special Education Direct Services	395,220				395,220
Contracted Pupil Health Support	8,500				8,500
STEM Programmatic Expenses	60,000				60,000
Extracurricular activities	21,250				21,250
Total Pass-Through Expenses	**1,111,938**	**-**	**22,000**	**-**	**1,133,938**
Other School Expenses					
Banking Fees	1,000				1,000
Dues	2,500				2,500
External Audit	20,000				20,000
Accounting Services	68,850				68,850
Board Related Expenses	20,000				20,000
D&O Insurance	1,500				1,500
Legal Services	10,000				10,000
Total Other School Expenses	**123,850**	**-**	**-**	**-**	**123,850**
Adjustments and Credits					
Deficit Protection Credit	-				-
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**
Total Program Expenses Before Depreciation	**8,405,290**	**177,000**	**22,000**	**-**	**8,604,290**
Capital Outlay	215,000				215,000
Total Program Expenses Including Depreciation	**8,620,290**	**177,000**	**22,000**	**-**	**8,819,290**
Net	**301,807**	**-**	**-**	**-**	**301,807**
Beginning fund balance	**-**				**-**
Ending fund balance	**301,807**	**-**	**-**	**-**	301,807

REACH Connections Academy - 2016-2017 Budget
Enrollment and Revenue

School Days   180

Average Daily Membership (ADM)			
Grade	**Total**	**Grade Mix**	**Funded**
K	59	7.0%	59
1	61	7.2%	61
2	67	7.8%	67
3	68	8.0%	68
4	73	8.5%	73
5	79	9.3%	79
6	86	10.2%	86
7	102	12.1%	102
8	113	13.3%	113
9	142	16.7%	142
10	0	0.0%	0
11	0	0.0%	0
12	0	0.0%	0
Total	**850**	**100.0%**	**850**

Revenue Source	Annual Base Rate		Budgeted Revenue
Rugular Ed Funding	9,273	748	6,936,199
Special Ed Funding	19,470	102	1,985,898
Title I	400	52%	177,000
Title II	50	52%	22,000
IDEA-B	0	102	-
E-Rate	-		-
Interest	-		-
Total Revenue			**9,121,097**

REACH Connections Academy 2016 - 2017 Budget
Title IDEA Funding

		Title I	Title II	IDEA - B
Funding		177,000	22,000	-
Expenses				
	Office Supplies			
	Professional Development		22,000	
	Summer School			
	Tutoring			
	Consumable Materials			
	Technological Devices			
	Student Activities			
	Career Ladder			
	Travel (Family Engagement Activities)			
	Instructional Staff	177,000	-	-
	Admin Staff	-	-	0
Total Expenses		177,000	22,000	-
	Left to Spend	-	-	-

Title I

New Salaries

Teachers	FTE	Salary	Bonus	Benefits	Pension	Taxes	Total
Teachers (K-5)	1.4	66,238	-	13,248	6,624	5,961	**92,071**
Teachers (6-12)	1.3	61,100	-	12,220	6,110	5,499	**84,929**
	2.7	**127,338**	**0**	**25,468**	**12,734**	**11,460**	**177,000**

Enrollment Plan

Kindergarten	59
First	61
Second	67
Third	68
Fourth	73
Fifth	79
Sixth	86
Seventh	102
Eighth	113
Ninth	142
Tenth	0
Eleventh	0
Twelfth	0
Average Enrollment	**850**
Funded Enrollment	**850**
ADM to Funded Ratio	**100.0%**

Total Population

Elementary (K-5)	406	48%
Secondary (6-12)	444	52%
Total Regular FTE	**850**	

Special Population

Category	%	Factor	Total FTE
IEP	12%	100%	102
504	0%	33%	0
Gifted	2%	100%	12
ELL	0%	0%	0
Total	**14%**		**114**

New Staff - Salary Assumption

Rate Discount vs Existing	0%

Cost per Student

	15-16 FY	16-17 Model
Teachers	0	2,410
Admin	0	959
Total	**0**	**3,369**

Merit Increase

Returning Teachers	0.0%
Returning Admin	0.0%

	Ratios			Staffing							Salaries, Benefits and Taxes					
	15-16	16-17 General Fund	16-17 Combined	15-16	16-17 General Fund	16-17 Title I	16-17 Title II	16-17 IDEA-B	16-17 Combined	New	Average 15-16 Salaries	Average 16-17 Salaries	New Salaries	General Fund 16-17 Salaries	Total Grant 16-17 Salaries	Total Combined 16-17 Salaries
Instructional Staff																
Teachers (K-5)	0	51	43	0.0	8.0	1.4	0.0	0.0	9.4	9.4	46,850	46,850		376,339	66,238	442,577
Teachers (6-12)	0	41	37	0.0	9.7	1.3	0.0	0.0	11.0	11.0	47,000	47,000		455,637	61,100	516,737
Counselors	0	275	275	0.0	1.6	0.0	0.0	0.0	1.6	1.6	45,000	45,000		72,621	-	72,621
ELL Teachers				0.0	1.0	0.0	0.0	0.0	1.0	1.0	47,000	47,000		47,000	-	47,000
Special Ed Teachers	0	25	25	0.0	4.6	0.0	0.0	0.0	4.6	4.6	48,000	48,000		218,405	-	218,405
Subtotal Instructional Staff				**0.0**	**24.9**	**2.7**	**0.0**	**0.0**	**27.6**	**27.6**	**46,770**	**46,770**		**1,170,002**	**127,338**	**1,297,340**
Extended Year Instruction														144,312		144,312
Summer					1.0					1.0	320	3,200		6,400		6,400
Student/Teacher Ratio		34	31													
Career Ladder Points		4%			13.5						25,635			25,635	-	25,635
Market / Other Compensation Adjustments														-		-
Bonus Pool for Returning		5.0%									-			-	-	-
Subtotal Instructional Wages														**1,346,349**	**127,338**	**1,473,687**
Benefits					20%									269,270	25,468	294,737
Pension					10%									134,635	12,734	147,369
Taxes					9%									121,171	11,460	132,632
Adjunct FTE Credit					0%									-		-
Total Instructional Expense												**-**	**-**	**1,871,425**	**177,000**	**2,048,425**
Administration																
School Executive Director/CEO			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Principal			1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0						
Assistant Principal		700	700	0.0	1.0	0.0	0.0	0.0	1.0	1.0						
Administrative Assistant		350	350	0.0	2.0	0.0	0.0	0.0	2.0	2.0						
Director of Special Ed			1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0						
Manager of Counseling			1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0						
STEM Coordinator			1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0						
Gifted & Talented Coordinator			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Business Manager			1.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0						
Subtotal Administration				**0.0**	**8.0**	**0.0**	**0.0**	**0.0**	**8.0**	**8.0**				**528,100**	**-**	**528,100**
Total Staff				**0.0**	**32.9**	**2.7**	**0.0**	**0.0**	**35.6**	**35.6**						
Bonus Pool														58,620	-	58,620
Subtotal Administrative Wages														**586,720**	**-**	**586,720**
Benefits					20%									117,344	-	117,344
Pension					10%									58,672		58,672
Taxes					9%									52,805		52,805
Total Administrative Expense														**815,541**	**-**	**815,541**
Total Compensation Expense														2,686,966	177,000	2,863,966

REACH Connections Academy 2016 - 2017 Budget
Reach Cyber Charter School of Pennsylvania LLC
Fee Schedule

Fee	Factor	Description
Upfront Fees		
Curriculum and Instructional Support Services	$425	Charged per student at time student becomes eligible for billing to districts/state
Enrollment/Placement/Student Support Services	$525	Charged per student at time student becomes eligible for billing to districts/state
Student Technology Assistance Services	$400	Charged per student at time student becomes eligible for billing to districts/state
Monthly Fees		
Curriculum and Instructional Support Services	$130	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
Student Connexus License	$70	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
Student Technology Assistance Services	$63	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
Enrollment/Placement/Student Support Services [1]	$30	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
School Operations Support Services	$65	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
School Business Support Services [1]	$16	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
Special Ed Program Support Services	$190	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
Professional Development Services	$125	Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year *
School Staff Support Services	$435	Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year *

[1] The Monthly Fees for "Enrollment/Placement/Students Support Services" and "School Business Support Services" are waived in their entirety for the first year of operatio

* measured on 9/30, 10/31, 11/30, 12/31, 1/31, 2/28, 3/31, 4/30, 5/31 (or last day of traditional school year, if earlier)

Fixed Fee Services		
Facilities Support Services	$25,000	Charged per Location

END OF FEE SCHEDULE

If the Board of Trustees requests Connections to act as a pay agent for other products or services, Connections will be reimbursed at cost (i.e., with no markup or profit added). Examples would include:
Office Supplies and Postage
Copiers/Reproduction
Student Technology Support Stipend Payment Reimbursement
Student Testing and Assessment
Staff Recruiting
Staff Training/Professional Development
Travel and Conferences
Maintenance and Repair
High Speed Internet, Phone, Facility Operating Expense
Office Rent
Other School Operating Expenses Shown in the Budget

Note: Items under Student Technology Assistance Services and Curriculum and Instructional Support Services are provided to the school and its students for use during the school year. They remain the property of Connections Academy of Pennsylvania and/or its vendors.