



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, September 21, 2016 at 10:30 a.m.

**Meeting location:**

750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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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 Heather Woodward at 443-867-2287.

**AGENDA**

- 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. Principal's Report – J. Swan
  - i. Update on Preparations for Opening School: Enrollment, Staffing, Training and Facility
- b. Financial Report (attached) – K. Helt

V. Consent Items – D. Taylor

- a. Approval of Minutes from the August 3, 2016 Board Meeting (attached)
- b. Approval of Staffing Report(s) (attached)
- c. Approval of Revisions to State Specific School Handbook: CIPA (attached)
- d. Approval of Federal Programs Complaints Policy (attached)
- e. Approval of Section 504 Policy (attached)
- f. Ratification of Supplemental Curriculum Offerings: Virtual Speech Services Agreement (attached)
- g. Ratification of Data Privacy Agreement with Charter Choices (attached)
- h. Approval of Revised Fee Schedule (attached)

VI. Action Items

- a. Approval of Connections Education Invoices for July and August (attached) – K. Helt
- b. Approval of Connections Training and Professional Development Offering for the 2016-2017 School Year (attached) – R. Graver
- c. Approval of School Focus Goals for 2016-2017 School Year (attached) – R. Graver
- d. Approval of Board Designee to Work with Connections on Student Handbooks – H. Woodward
- e. Approval of School Leader or Board Member to Approval Special Education Service Providers on an Ongoing Basis – R. Graver

VII. Information Items

- a. Legislative Update (attached) – A. Jay
- b. Partner School Leadership Team Update – R. Graver
- c. Curriculum Town Hall Update – H. Woodward

VIII. Adjournment and Confirmation of Next Meeting – Wednesday, October 19, 2016 at 9:00 a.m.

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended August 31, 2016**

	July-16 Actual	August-16 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<b>Forecasted Enrollment</b>						
Funded Enrollment				593	850	(257)
<b>Revenue</b>						
State Aid	-	-	-	4,839,022.32	6,936,199	(2,097,177)
Special Ed Funding	-	-	-	1,385,485.20	1,985,898	(600,413)
Subtotal	-	-	-	6,224,507.52	8,922,097	(2,697,589)
Title I	-	-	-	177,000.00	177,000	-
Title II-A	-	-	-	22,000.00	22,000	-
Title VI - IDEA B	-	-	-	-	-	-
E-Rate	-	-	-	-	-	-
Miscellaneous Income	-	-	-	-	-	-
Subtotal	-	-	-	199,000.00	199,000	-
<b>Total Revenue</b>	-	-	-	<b>6,423,507.52</b>	<b>9,121,097</b>	<b>(2,697,589)</b>
<b>Compensation Expense</b>						
Salaries - Administration	10,298.68	15,861.47	26,160.15	400,038.48	586,720	186,682
Benefits - Administration	2,059.74	3,172.29	5,232.03	80,007.70	117,344	37,336
Pension - Administration	1,029.87	1,586.15	2,616.02	37,174.35	58,672	21,498
Taxes - Administration	1,287.99	1,554.78	2,842.77	36,491.82	52,805	16,313
Subtotal Administration	14,676.28	22,174.69	36,850.97	553,712.35	815,541	261,829
Salaries - Teachers	-	19,708.33	19,708.33	879,541.66	1,473,687	594,145
Benefits - Teachers	-	3,941.67	3,941.67	175,908.33	294,737	118,829
Pension - Teachers	-	1,970.83	1,970.83	87,954.16	147,369	59,415
Taxes - Teachers	-	2,369.56	2,369.56	79,754.56	132,632	52,877
Subtotal Instructional Staff	-	27,990.39	27,990.39	1,223,158.72	2,048,425	825,266
<b>Total Compensation Expense</b>	<b>14,676.28</b>	<b>50,165.08</b>	<b>64,841.36</b>	<b>1,776,871.07</b>	<b>2,863,966</b>	<b>1,087,095</b>
<b>Connections Products and Services</b>						
Curriculum and Instructional Support Services	36,076.54	36,076.53	72,153.07	1,046,645.00	1,490,135	443,490
Student Connexus License	-	-	-	373,590.00	535,500	161,910
Student Technology Assistance Services	33,954.39	33,954.38	67,908.77	668,311.00	948,430	280,119
Enrollment/Placement/Student Support Services	44,565.14	44,565.13	89,130.27	435,855.00	612,255	176,400
School Operations Support Services	-	-	-	346,905.00	497,250	150,345
School Business Support Services	-	-	-	-	-	-
Special Ed Program Support Services	-	-	-	239,625.00	194,517	(45,108)
Professional Development Services	-	-	-	29,250.00	40,056	10,806
School Staff Support Services	-	-	-	101,790.00	139,394	37,604
Facilities Support Services	2,083.34	2,083.33	4,166.67	25,000.00	25,000	-
<b>Total Connections Products and Services Fees</b>	<b>116,679.41</b>	<b>116,679.37</b>	<b>233,358.78</b>	<b>3,266,971.00</b>	<b>4,482,537</b>	<b>1,215,566</b>

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended August 31, 2016**

	July-16 Actual	August-16 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<b><u>Pass-Through Expenses</u></b>						
Office Supplies	-	-	-	22,000.00	25,500	3,500
Copiers/Reproduction	-	-	-	7,500.00	8,500	1,000
Office Postage	-	-	-	10,000.00	12,750	2,750
Student Testing & Assessment	-	-	-	29,700.00	42,500	12,800
Staff Recruiting/Background Checks	225.00	-	225.00	3,900.00	3,900	-
Staff Training/Prof. Dvlpmt.	-	-	-	22,000.00	24,000	2,000
Travel and Conferences	-	-	-	23,500.00	25,500	2,000
Team Building	-	-	-	-	-	-
Maintenance & Repair	-	-	-	8,500.00	8,500	-
High Speed Internet	-	249.98	249.98	20,000.00	20,000	-
Telephone	-	261.15	261.15	20,000.00	20,000	-
Office Rent (including utilities)	8,916.64	8,916.65	17,833.29	108,000.00	108,000	-
Expensed Equipment	-	-	-	-	-	-
Expenses Pending Allocation	-	-	-	-	-	-
Student Technology Support Stipend	-	-	-	219,000.00	314,118	95,118
Student Printers	-	-	-	24,900.00	35,700	10,800
Special Education Direct Services	-	-	-	276,000.00	395,220	119,220
Contracted Pupil Health Support	-	-	-	8,500.00	8,500	-
STEM Programmatic Expenses	-	-	-	42,000.00	60,000	18,000
Extracurricular Activities	-	-	-	15,000.00	21,250	6,250
<b>Total Pass-Through Expenses</b>	<b>9,141.64</b>	<b>9,427.78</b>	<b>18,569.42</b>	<b>860,500.00</b>	<b>1,133,938</b>	<b>273,438</b>
<b><u>Other School Expenses</u></b>						
Banking fees	-	-	-	1,000.00	1,000	-
External Audit	-	-	-	20,000.00	20,000	-
Dues	-	-	-	2,500.00	2,500	-
D&O Insurance	2,090.00	1,314.00	3,404.00	4,000.00	1,500	(2,500)
Legal Services	-	-	-	10,000.00	10,000	-
Board Related Expense	622.79	375.00	997.79	20,000.00	20,000	-
Graduation Expense	-	-	-	-	-	-
Student Activities	-	-	-	-	-	-
Other School Expense	-	-	-	-	-	-
Accounting Services	-	-	-	68,850.00	68,850	-
<b>Total Other School Expenses</b>	<b>2,712.79</b>	<b>1,689.00</b>	<b>4,401.79</b>	<b>126,350.00</b>	<b>123,850</b>	<b>(2,500)</b>
<b><u>Adjustments and Credits</u></b>						
Deficit Protection Credit	-	-	-	-	-	-
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Program Expenses Before Depreciation</b>	<b>143,210.12</b>	<b>177,961.23</b>	<b>321,171.35</b>	<b>6,030,692.07</b>	<b>8,604,291</b>	<b>2,573,599</b>
Capital Outlay	-	-	-	215,000	215,000	-
<b>Total Program Expenses Including Depreciation</b>	<b>143,210.12</b>	<b>177,961.23</b>	<b>321,171.35</b>	<b>6,245,692.07</b>	<b>8,819,291</b>	<b>2,573,599</b>
<b>Net Increase (Decrease)</b>	<b>(143,210.12)</b>	<b>(177,961.23)</b>	<b>(321,171.35)</b>	<b>177,815.45</b>	<b>301,806</b>	<b>(123,991)</b>
<b>Beginning fund balance</b>	<b>(177,961.23)</b>	<b>(143,210.12)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Ending fund balance</b>	<b>(321,171.35)</b>	<b>(321,171.35)</b>	<b>(321,171.35)</b>	<b>177,815.45</b>	<b>-</b>	<b>-</b>

**REACH Connections Academy**  
**Balance Sheet**  
**August 31, 2016**

**ASSETS**

<b>Cash and Short Term Investments:</b>	
Cash:Checking	\$0.00
	-----
<b>Total Cash and Short Term Investments</b>	<b>0.00</b>
<b>Other Current Assets:</b>	
Pupil Funding Receivable	0.00
	-----
<b>Total Other Current Assets</b>	<b>0.00</b>
	-----
<b>Total Current Assets</b>	<b>0.00</b>
	-----

<b>Total Assets</b>	<b>\$0.00</b>
	=====

**LIABILITIES**

<b>Current Liabilities:</b>	
Due to (from) Connections Academy	316,584.49
Pension Payable	4,586.86
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<b>Total Current Liabilities</b>	<b>321,171.35</b>
	-----

<b>Total Liabilities</b>	<b>321,171.35</b>
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**FUND BALANCE**

Beginning Fund Balance	0.00
Change in Fund Balance	(321,171.35)
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<b>Ending Fund Balance</b>	<b>(321,171.35)</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$0.00</b>
	=====



Reach Cyber Charter School  
MINUTES OF THE BOARD OF DIRECTORS MEETING  
Wednesday, August 3, 2016 at 9:00 a.m.

Held at the following location and via teleconference  
750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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**I. Call to Order and Roll Call**

In Mr. Taylor's absence, Dr. Harford called the meeting to order at 9:03 a.m. when all participants were present and able to hear each other.

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

Board Members Absent: David Taylor and Brian Leinhauser;

Guests via Phone: Jane Swan, Principal; Michael Whisman and Kevin Corcoran, Charter Choices, Financial Consultants; Dennis Tulli, Connections Consultant; Jay W. Ragley, Rachel Graver, Shawn Soltz and Megann Arthur, Connections staff (all via phone).

**II. Public Comment**

There were no public comments made at this time.

**III. Routine Business**

a. Approval of Agenda

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

RESOLVED, that the Agenda for the August 3, 2016 meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

**IV. Oral Reports**

a. Principal's Report

i. Update on Preparations for Opening School

Ms. Swan presented this item to the Board.

Ms. Swan provided the Board with an update on the most up-to-date enrollment numbers for the school. She related to the Board that, as of the time of the meeting, there were 105 students enrolled in the school, 93 additional in the preapproved stage of enrollment, and over 700 in all stages of the pipeline. The Board members discussed the school's enrollment to date, and also about specific social media options to further student recruitment and outreach efforts.

Ms. Swan provided the Board with an update on the school facility build-out and setup progress to date. She reviewed her visits to the school site, and the results seen to date for preparations for the start of the school year.

Ms. Swan reviewed school staffing levels to date. She advised that there have been offerings and verbal agreements for most positions at the school, the majority of elementary and high school teacher positions, School Counsel, et al.

b. Financial Update

Mr. Soltz provided an update on the anticipated timing for the Board to begin receiving monthly financial statements for review. Mr. Whisman also provided an update on the expected timing of funding and revenue to begin to the school, and reminded the Board of services being provided by Charter Choices as their financial consultant.

**V. Consent Items**

Dr. Harford 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 Items:

- a. Approval of Minutes from the July 6, 2016 Board Meeting;
- b. Approval of Revisions to State Specific School Handbook: Grade Scale; and
- c. Approval of Staffing Report; are hereby approved.

The motion passed unanimously.

**VI. Action Items**

a. Approval of Employee Handbook

Ms. Graver briefly reviewed the Employee Handbook with the Board, advising that only minor revisions to ensure compliance with recent state law had been made since the Board approved the previous version included in their charter application. The Board confirmed their support of the documents, as reviewed. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Employee Handbook, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Virtual Speech Services Agreement

This item was tabled to a future meeting, as the Board noted that the document(s) were not available for review prior to this meeting.

[Mr. Ragley left the meeting at 9:20 a.m.]

c. Approval of Telecommunication Services Proposal with Connections Education

Ms. Graver reviewed the proposal included in the Board materials to allow Connections to pilot a Voice Over IP (VOIP) phone service to the school as their telecommunication option. Board members discussed the proposal, as well as success related from another Connections partner school who had piloted the option and the cost savings to the school over the currently budgeted hardline phones. Board members expressed their support of the VOIP services being offered. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Telecommunication Services Proposal with Connections Education, as presented, is hereby approved.

The motion passed unanimously.

**VII. Information Items**

a. School Leadership Team Update

Ms. Graver noted there was no update for this meeting.

[Ms. Graver left the meeting at 9:23 a.m.]

b. In Person Board Meeting – September

Ms. Arthur reviewed plans for an in person meeting currently scheduled for September 21, 2016. She advised that further updates would be provided to the Board via email.

**VIII. Adjournment and Confirmation of Next Meeting - Wednesday, August 17, 2016 at 9:00 a.m.**

Dr. Harford 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, August 17, 2016 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 9:25 a.m.



Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Bost, Stephanie	Teacher-Secondary	\$50,000.00	0.08	8/22/16
Carroll, Erica	Teacher-Secondary	\$50,000.00	0.10	8/22/16
Freyvogel, Colleen	Manager of Special Education	\$70,000.00	0.15	6/27/16
Lavin, Angela	Teacher-Elementary	\$46,000.00	0.04	8/22/16
Miedel, Jamie	Teacher-Elementary	\$47,000.00	TBD	8/22/16
Parker, Rachel	Manager of Counseling Services	\$65,000.00	0.10	8/8/16
Pizzani, Jennifer	Teacher-Elementary	\$48,000.00	0.10	8/22/16
Scheib, Eric	Teacher-Secondary	\$47,000.00	0.04	8/22/16
Wiedman, Erik	School Counselor	\$47,500.00	0.04	8/22/16

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
N/A			

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
N/A					

# STEPHANIE BOST

9 BATDORF AVE, P.O. BOX 106 MOUNT GRETN, PA 17064 | 717-269-2455 | [slamont.bost@gmail.com](mailto:slamont.bost@gmail.com)

## PENNSYLVANIA TEACHING CERTIFICATION:

BCIT K-12

MIDDLE LEVEL MATHEMATICS 6-9

PROGRAM SPECIALIST ESL PK-12

## EDUCATION

Masters in Education Specialization in ESL and certification 2015  
University of Turabo and Pennsylvania State University, Lebanon, PA

Post- Baccalaureate Teacher Certification  
K-12 Business Computers Information Technology 2011  
Delaware Valley College, Harrisburg, PA

BS: Marketing; Minor: Italian 2002  
Pennsylvania State University, University Park, PA

Italian Language and Art History 2000  
La Lingua La Vita, Todi, IT

## TEACHING EXPERIENCE

COMMONWEALTH CONNECTIONS ACADEMY, HARRISBURG, PA 2011 - Present  
**Middle School Mathematics grade 7**

*Math 7:* In a virtual setting, build strong foundations in math, leverage existing student knowledge, and apply new concepts through common core math and traditional arithmetic and drills.

- Provide multiple platforms for students to practice new concepts, monitor student comprehension, growth, and ability.
- Assess and provide modifications and supplements as needed on an individual student basis. Provide multi-tiered support for students with disabilities, including: IEP's, 504, ELL, and unidentified learning disabilities.
- Deliver content to students over a variety of interaction through LiveLesson, section message board, and modes of communication such as webmail, weekly calls, and discussion boards.
- Develop learning materials and resources for students to effectively relate instruction to practice and support metacognitive learning.
- Work collaboratively with team of teachers toward cross- curricular learning and support.

### **School Assessment Coordinator PSSA and Keystone State Testing**

- Confirm accommodations for site are appropriate for anticipated students.
- Contact families to verify testing. Cover testing plans, protocol, and expectations with families and team of teachers assisting with test administration.
- Compile materials, check supplies, secure testing booklets, and verify number of books per student as needed. Appoint staff to work per group testing needs; follow up with them throughout testing days.
- Monitor to ensure test security and student participation. Log student testing data daily to keep explicit detail of student test completion and ongoing testing participation.

### **Business Education Teacher grades 7-12**

*Intro To Entrepreneurship:* Relate life experience to students to create a working knowledge of business basics such as the concepts of competition, production, setting up a business plan, and economic principles. Coach students through developing a mock startup company including writing a business plan.

*Business Keyboarding:* Build keyboarding fundamentals of speed and accuracy while teaching students to apply their skills to business writing including proper formatting, writing in a formal business tone, and business ethics discussions.

**Advisory Assistant/Escalation Specialist**

Responsible for monitoring 900 ninth graders, tracking progress, reaching out to students; offering help as preliminary course of action, processing student accountability and working with administration to facilitate withdraw process when necessary.

- Modified design of data tracking report.
- Streamlined monitoring process for student progress.
- Implemented strategies for accurate student assessment.
- Use calming influence and straightforward approach to managing students.

SACRED HEART OF JESUS CHURCH, CORNWALL, PA

**2012-present**

**Coordinator of Religious Education**

Monitor and set parameters for religious education teachers and volunteers using preK-8 curriculums as outlined by the Diocese of Harrisburg.

- Serve as point of contact for diocese; implement and maintain current documents for all catechists.
- Verify lessons and curriculum being covered is consistent and practical.
- Motivate and provide training and resources for teachers to enhance lesson interest and effectiveness in delivering content to their students.
- Maintain and operate database of students and families to facilitate communications. Set and meet budgets for the program.
- Establish goals for individual grades and for program as a whole to accomplish throughout the year in order to continue development of parish program and push more elements of faith in the home.
- Support implementation of current initiative to bring parents more intimately into the growth and learning process of their child and their spiritual journey.

TULPEHOCKEN AREA SCHOOL DISTRICT

**Fall 2011**

**Student Intern 7-12 Business Education**

*HACC Business Math*

*Accounting I*

*Introduction to Computers and Applications*

Actively involved in daily lesson planning and delivery. Prepared lessons using learning focused school strategy including essential questions and word walls to help drive student learning.

- Participated in IEP meetings, curriculum mapping, teacher in-service on how to stretch the thinking and learning for gifted students.
- Created strong bonds with students and teachers and worked closely with students to ensure individual success.

CORNWALL-LEBANON SCHOOL DISTRICT

**Substitute Teacher**

**2004 - 2005**

Follow Daily lesson plans, manage and maintain class environment, support concepts that students had difficulty grasping by giving alternative and true to life example, evaluated daily activities and reported to teacher to facilitate ease of transition back into the classroom.

**RELATED EXPERIENCE**

LE SORELLE PORCH & PANTRY, MOUNT GRETNA, PA

**Owner**

**2002 - 2009**

Successfully owned and operated small business for 7 years. Organized and implemented business and marketing plans. Developed and oversaw execution of outreach campaign to increase customer base. Extensive supervisory and training experience. Process and maintain accounting and payroll activities including preparation of journal entries, allocations, account reconciliations. Verify and analyze accounts and inventories.

# Erica W. Carroll

1435 Garnet Mine Road      Garnet Valley, PA 19060      [bnecarroll22@gmail.com](mailto:bnecarroll22@gmail.com)  
(Cell) 610.733.3368

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## Instructor of English

- Motivated and innovative teacher who strives to instill the appreciation of literature and the desire to be a lifelong learner in her students;
  - Dedicated to building and fortifying the basic building blocks of writing and literacy;
  - Trained to instruct and inspire 21st-century learners through virtual education
  - Experienced in:
    - Curriculum Development
    - Cooperative Learning
    - Differentiated Instruction
    - Synchronous and Asynchronous Teaching
    - Departmental Leadership
    - Online Learning Management Platforms
    - PA Common Core Standards
- 

### Education:

Post-Masters Certificate in Literature (Partial Completion), 2004-2006

- *Villanova University*, Villanova, PA

Masters of Arts in Education, 2003

- *Gratz College*, Melrose Park, PA
- Degree Specialty: Instruction
  - Thesis: Effects of Cooperative Learning on Levels of Anxiety in the Classroom

Bachelor of Arts, 1997

- *Juniata College*, Huntingdon, PA
- Double Major: English and Secondary Education

### Certification:

Pennsylvania Level II Instructional Certification in Teaching, English 7-12, 2003

### Professional Experience:

*Commonwealth Connections Academy*, Bryn Mawr, PA, 2008-Present

- English Department Chairperson, 2014-Present
  - Provide instructional leadership for members of the English Department
  - Participate in the development and implementation of common assessments aligned with standards
  - Monitor teacher workload and course enrollment
  - Oversee professional development programs for the department

- o Select, use, and interpret evaluation data used to monitor student learning and course effectiveness
- o Coordinate communication between high school, middle school and elementary chairs to develop a scope and sequence of content throughout the district
- English Department Lead (Assistant Chairperson), 2013-2014
  - o Supported the department through collaboration with the Department Chairperson
  - o Assisted teachers in interpreting and using data to drive student instruction and curriculum revision
  - o Assisted in modifying the curriculum and writing a scope and sequence based on the PA Common Core Standards
- English Instructor, 2008-Present
  - o Instruct a virtual-based English curriculum to 11<sup>th</sup> grade students
  - o Conduct 2-3 weekly lessons through an interactive virtual classroom
  - o Maintain frequent interaction with students and learning coaches via emails, phone conferences or face-to-face meetings
- Speech and Debate Instructor, 2015-Present
  - o Instruct students how to apply visuals, style, organization, and nonverbal communication to speeches as well as evaluate great speeches from history.
  - o Provide opportunities for students to practice their verbal and nonverbal skills through a virtual setting to develop tactics for overcoming fear and the importance of effective rehearsal.

Private Tutor (Study Skills and English), Unionville, PA , 2009-2015

- Provided one-on-one instructional sessions with siblings from middle school through high school graduation
- Reinforced study, editing, critical thinking, and time management skills
- Prepared one sibling for AP English examination and the SAT
- Edited and supervised college application essays
- Students now attend Lehigh University and the Honors School at Penn State University, main campus

Instructor of English, *Avon Grove High School*, West Grove, PA 1998-2005

- Taught reading, writing, vocabulary, and grammar to students in grades 10-12; lower, middle, and upper levels
- Focused instruction in American and British Literature
- Instructed Honors Eleventh Grade English
- Prepared students for SAT, AP English, and State assessments
- Developed an intensive, credit-recovery English Summer Course for Grades 9-12, 1999-2002

Group Exercise Instructor, *Rocky Run YMCA*, Media, PA, 2010-Present

- Certified Les Mills Body Combat and CXWorx Instructor
- Teach four evening classes per week
- Coordinate teaching schedule for quarterly launches of material for my teaching teams.

Head Field Hockey Coach, *Avon Grove High School*, West Grove, PA, 1998-2002

## Related Skills

- Proficient in the following programs:
  - Microsoft Word
  - Microsoft Excel
  - Microsoft PowerPoint
  - Adobe Presenter
  - Adobe LiveLesson
  - SharePoint
  - Google Platform
  - Microsoft OneNote
  - Livebinder
  - Canvas Learning Management System

## EDUCATIONAL BACKGROUND

D.Ed. Curriculum & Instruction,  
Indiana University of Pennsylvania, Indiana, PA Anticipated Graduation 2014.  
Dissertation Topic: Reflections from Pennsylvania Charter School Leaders: A Qualitative Study  
M.Ed. Special Education, Learning Disabilities/Emotional Behavior Disorders Concentration  
George Mason University, Fairfax, VA, 2009.  
MSJ Journalism, Education Concentration,  
Northwestern University, Evanston, IL, 2007. B.A. Journalism  
Pennsylvania, University Park, PA, 2004.

### Pennsylvania Teaching Certificates:

Supervisor of Curriculum & Instruction (Anticipated 2014)  
Principal Certification K-12 (Anticipated 2014))  
English 7-12 Level II  
Communications 7-12 Level II  
Middle Level Mathematics Level II  
Special Education N-12 Level II

## PROFESSIONAL EXPERIENCE

Consultant, Special Education Coordinator, International Diagnostic Solutions, Washington D.C. (present). Duties include consulting with teachers, schools and families in order to develop actionable recommendations for a student for use in school and at home. This role requires the ability to collaborate with a multidisciplinary team to review evaluation results from physical therapists, occupational therapists, speech therapists, psychiatrists, and psychologists in order to develop individualized education programs for students with exceptionalities ages 3-21 located in international locations.

Teaching Assistant, Writing Coach, University of Maryland University College, Adelphi, Maryland. (2012-2014 Academic Years). Duties include working with individual students in graduate-level courses to increase writing abilities.

Director of Student Support Services, Creative Minds International Public Charter School. (July 2013-April 2014) Duties included supervising related service providers, organizing and leading daily operations for students with exceptionalities, collaborating with parents, teachers and administrators to develop individualized education programs, completed monthly observations and evaluations of teachers and supported continued professional development of teachers and related service providers.

Assistant Professor, (Temporary, Spring 2013) Department of Special Education and Clinical Services, Indiana University of Pennsylvania. Duties included teaching undergraduate courses EDUC 242, EDEX 469, and supervising student teachers in Early Childhood Special Education.

Graduate Assistant, Department of Professional Studies in Education, Indiana University of Pennsylvania (2012-2013 Academic Year). Duties included assisting with preparation for conference presentations, communicating with student teachers to create weekly schedules, reviewing and annotating references for academic publications, and reviewing articles prior to submission.

Special Education Teacher, Forest Hills School District (2010 - 2012 Academic Years). Worked with students with learning exceptionalities; developed individualized instruction in English, Written Expression, Reading, and Mathematics; inclusive setting instruction in science, social studies, Spanish, technology, family & consumer science, music, art; and created individualized education plans.

Graduate Assistant, Department of Professional Studies in Education, Indiana University of Pennsylvania (2012-2013 Academic Year). Duties included editing numerous manuscripts including book chapters, and journal articles.

Community Instructor, Pennsylvania Highlands Community College, Johnstown, PA. (2010-2011 Academic Year). Developed curriculum for community education courses including creative writing, magazine writing and newspaper writing.

Special Education Teacher, Windber Area School District, Windber, PA. (2010-2011 Academic Year). Taught English to students in 9-th -12th grade in a learning support classroom, developed individualized instruction for students in biology, developed curriculum for drama and a new media storytelling course.

Special Education Teacher, Arts & Technology Academy Elementary School, Washington, D.C. (2007-2009 Academic Years). Taught in 1st and 2nd grade inclusive classrooms, supporting students with academic and emotional needs, and behavioral difficulties, made modifications and accommodations for students within the general education classrooms and created individualized education plans.

## SCHOLARLY PUBLICATIONS

Book Chapters

DiBuono, C. F. (2012). Tech tie in: Using interactive whiteboards. In J. Isenberg & M. R. Jalongo, *Creative Thinking and Arts-Based Learning: Pre-K through 4th Grade Edition, 6th Ed.* (pp. -). Columbus, OH: PearsonEducation NorthAmerica.

#### Dissertation

Freyvogel, C. (Anticipated, 2014). Reflections from Pennsylvania charter school leaders: A qualitative study. Dissertation.

#### GRANTS

2013 Award from the Pennsylvania State University to earn ESL Certification  
Grant Award: \$10,000

2012 Award from the Indiana University of Pennsylvania Graduate Student Research Grant to attend the Learning Disabilities of Association 49th Annual International Conference, Chicago, IL to present. I have to work with who? Building cohesive collaboration in our classrooms.  
Grant Award: \$350

2011 Award from the Indiana University of Pennsylvania Graduate Student Research Grant to attend the National Student Teacher Supervision Conference, Slippery Rock, PA. None of us is as smart as all of us: Collaboration in pre-service teaching programs.  
Grant Award: \$150

2008 Award from Donorschoose.org to fund a classroom library for students with special needs. Cougars Comprehend and Create.  
Grant Award: \$1,000

#### PROFESSIONAL PRESENTATIONS

##### National and International Professional Presentations

Freyvogel, C. (2014, March). Taking "different" out of differentiated instruction to help ALL students. Presented at the Comparative and International Education Society 58th Annual Conference, Toronto, Canada.

Freyvogel, C., & Meuschke, L. (2013, April). Building a "CASE" for student teacher supervisors: Collaborate & communicate, advocate, support, evaluate. Presented at the National Student Teaching and Supervision Conference, Slippery Rock University, Slippery Rock, PA.

Freyvogel, C. (2012, February). I have to work with who? Building cohesive collaboration in our classrooms. Presented at the Learning Disabilities Association 49th Annual International Conference, Chicago, IL.

DeSantis, J. & DiBuono, C. F. (2011, April). None of us is as smart as all of us: Collaboration in pre-service teaching programs. Presented at the National Student Teaching and Supervision Conference, Slippery Rock University, Slippery Rock, PA.

##### Regional and State Professional Presentations

Freyvogel, C. (2013, October). Taking "different" out of differentiated instruction to help ALL readers. Presented at the Keystone Reading Association 46th Annual Conference, State College, PA.

Freyvogel, C. (2012, October). I have to do what with whom: Collaborative teaching conundrum. Presented at the Keystone Reading Association 45th Annual Conference, Seven Springs, PA.

##### Local Professional Presentations

Freyvogel, C. (2013, June). iPads: Apps that work for students in early education & special education. Presented at Intermediate Unit 8, Ebensburg, PA.

Freyvogel, C. (2013, July). Tracking student progress: It's more than report cards and PSSA scores. Presented at Intermediate Unit 8, Richland, PA.

Freyvogel, C. (2013, April). Charter school creation: A Pennsylvania Experience. Poster Presentation at the Graduate Student Forum, Indiana University of Pennsylvania, Indiana, PA.

Bennett, A. H. & Freyvogel, C. (2012, July). Building the Co-teacher relationship. Presented at the Intermediate Unit 8, Altoona, PA.

Freyvogel, C. (2011, June). Collaborative teaching conundrum. Presented at the 2011 Teacher-Scholar Symposium, Indiana University of Pennsylvania, Indiana, PA.

Freyvogel, C. (2011, June). Collaborative teaching communities. Presented at The Inclusive Classroom: Making Diversity Work, K-8 Summer Workshop, Indiana University of Pennsylvania, Indiana, PA.



Freyvogel, C. (2011, October). Taking action in your classrooms: Developing and implementing action research EDUC 533—Educational Research Procedures, Saint Francis University, Dr. John Jubas

Freyvogel, C. (2011, September). The ABCs of special education—Following the law with every LRE to IEP EDUC 556—School Law, Saint Francis University, Dr. Mark Gross

Freyvogel, C. (2011, April). Collaborating with colleagues EDEX 755—Professional Collaboration and Team Building for Special Educators, Indiana University of Pennsylvania, Diane Sobolewski

Freyvogel, C. (2009, October). Tracking Student Progress. Created and led a professional development training offered to Teach For America corps member, Washington D.C.

Freyvogel, C. (2008, July). Meeting the needs of students with special needs in the general education classroom. Created and led a professional development training offered to first year teachers at the Teach For America Summer Institute, Philadelphia PA

Freyvogel, C. (2008, October). Understanding students in the inclusive classroom. Created and led a professional development training offered to all teachers at the Arts & Technology Academy to increase an understanding of students with special needs, strategies for making accommodations and modifications in the general education classroom

#### PROFESSIONAL DEVELOPMENT ACTIVITIES

San Francisco Writers Conference Attendance and participation in workshop presented by Jack Canfield, February 2005

#### CONTINUED PROFESSIONAL DEVELOPMENT GRADUATE COURSES BEYOND D.ED.

Language Acquisition For Teachers EDUC 468 Graduate Class (3 credits) Pennsylvania State University, Harrisburg, PA. Spring 2014

English Language Structure EDUC 467 Graduate Class (3 credits) Pennsylvania State University, Harrisburg, PA. Fall 2013

Foundations of Teaching English as a Second Language EDUC 466 Graduate Class (3 credits) Pennsylvania State University, Harrisburg, PA. Summer 2013

#### PROFESSIONAL SERVICE

University Service at IUP

Peer Reviewer, Comparative and International Education Society 58th Annual Conference (2013, November)

Writing Center Tutor, Spring (2013 Semester)

Session Chair, Undergraduate Forum, Indiana University of Pennsylvania, Indiana, PA. (2013, March)

Other Professional Service

School Board Secretary, Richland Academy Montessori School (2010-2012)

Content Team Leader, Teach For America (2008-2009)

#### MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Keystone Reading Association

Comparative and International Education Society

Phi Kappa Phi Honor Society

# Angela C. Lavin

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726 Maria Ave. Sinking Spring, PA 19608 | 215-888-8144 | acmlavin@yahoo.com

## Objective

- To obtain a Middle School Math teaching position.

## Education and Certification

**BA IN ELEMENTARY EDUCATION | MAY 2003 | ARCADIA UNIVERSITY**

- Major: Elementary Education

**PENNSYLVANIA ELEMENTARY EDUCATION CERTIFICATION LEVEL II**

**MIDDLE SCHOOL MATHEMATICS CERTIFICATION**

## Skills & Abilities

- Well-organized, self-motivated, and patient. Excellent communication skills and able to effectively work in a diverse environment. Possess leadership qualities. Excited to develop a rapport with parents and students.

## Experience

**MIDDLE SCHOOL MATH TEACHER | AGORA CYBER CHARTER SCHOOL, PA | DECEMBER 2011-FEBRUARY 2016**

- Math Specialist (2011-2013); 7<sup>th</sup> & 8<sup>th</sup> Grade Math Teacher (2013-2016); Taught both Foundation Math courses and grade level Math courses; Average classroom size of 100 students; Mostly special education student classroom; co-taught with a Special Education teacher; Distinguished observation ratings; Skilled in Blackboard Collaborate; Sapphire Gradebook; used k12 curriculum.

**3<sup>RD</sup> GRADE TEACHER | IMMACULATE CONCEPTION ACADEMY, PA | AUGUST 2009-DECEMBER 2011**

- 3<sup>rd</sup> grade classroom teacher; taught all subjects; average classroom size 30 students; Test coordinator for the school state testing.

**2<sup>ND</sup> GRADE TEACHER | 13<sup>TH</sup> & GREEN ELEMENTARY, READING SCHOOL DISTRICT | AUGUST 2008-JANUARY 2009**

- 2<sup>nd</sup> grade classroom teacher; taught all subjects; average class of size 40 students; ESL students, special education, general education classroom; Parent involvement committee.

**8<sup>TH</sup> GRADE TEACHER | SAINT MARY SCHOOL, PA | AUGUST 2005-JUNE 2006**

- 8<sup>th</sup> grade classroom teacher; Math Honors teacher for grades 5-7; 8<sup>th</sup> grade Science Teacher; Coordinated the annual Science Fair; Worked in the After School Program

**8<sup>TH</sup> GRADE TEACHER | MATERNITY BVM, PA | AUGUST 2003-JUNE 2005**

- 8<sup>th</sup> grade classroom teacher; taught Math, Honors Math, and Science classes; Coordinated the annual Science Fair

# Jamie L. Miedel

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44 Driftwood Ct  
Glassboro, NJ 08028  
Phone: 856 589-1617  
Cell: 856 340-6439  
E-mail: jsquarcia@hotmail.com

## **Professional Summary**

Personable and talented Elementary Teacher who stays current on new learning technologies and best practices in education. Highly motivated and enthusiastic educator skilled in identifying educational strengths and weaknesses among young learners.

## **Work History**

2007-present                      Commonwealth Connections Academy                      Bryn Mawr, PA

*Elementary Master Teacher:* 1st Grade

- Team Lead of the Student Support Team since 2013
- Observed, identified and evaluated students' performance and tailored instruction for Homeroom students.
- Adapted teaching methods and materials to differentiate instruction based on students' needs and interests.
- Held conferences regularly with parents and guardians to discuss children's progress.
- Assisted in design and implementation of the Student Support Team Process.
- Gladiator Award received for taking on new challenges.
- Site Lead for state testing exams- PSSA and Keystone Assessments.
- Trained in DIBELS Next, iReady, Fast ForWord, Compass Learning

2007                                      Mountain View Elementary School                                      Greensburg, PA  
*Student Teacher:* 1st Grade

2006-2007                              Sacred Heart Elementary School                                      Youngstown, PA  
*Student Teacher:* 3rd and 5th Grade

## **Education**

2011-present                      American Public University                                      Charles Town, WV

Working towards Master's degree in Elementary Reading

30/36 credits earned

GPA: 4.0

2002-2007                              Saint Vincent College                                      Latrobe, PA

Bachelor of Arts degree in Psychology with Elementary and Early Childhood certification

GPA: 3.4

## **References**

References available upon request.

Rachel R. Parker

103 Centre St.

Haddonfield, NJ 08033

(610)-393-9923

rachelparker1103@gmail.com

## RACHEL PARKER

**SUMMARY** Having served as a Connections Education school counselor for the past seven years, I have a deep understanding of how to best serve students and families and am excited about the prospect of bringing my experience to Reach Academy. I am responsive to the needs of our diverse population and am recognized for developing and maintaining programs to best support the academic and personal growth of students. I direct colleagues through the academic school year processes, meet weekly with administrators to ensure school improvement, and I am consistently regarded as a leader of the middle school guidance program. It has been a privilege to work with Connections Education for so many years and as Commonwealth Connections Academy establishes itself outside of CE, I am eager to remain with our parent company by applying my skills, knowledge, and strengths to the Manager of School Counseling Services position at Reach Academy.

**EDUCATION** Lewis and Clark College, Portland, OR

Master of Education, School Counseling - 2009

Temple University, Philadelphia, PA

Bachelor of Science, Psychology – 2006

**LICENSE** PA Educational Specialist I – Secondary School Counselor 7-12

**EXPERIENCE** Commonwealth Connections Academy (05/2012-Present)

Coordinator of Counseling Services (06/2013 – Present)

#### School Counselor (02/2012-06/2013)

Provide school counseling services to middle school students, including: weekly group live lessons, individual counseling; consultations; student advocacy; referral services, grade level transitions support, and; working with data to inform best practice. Train and lead middle school teachers and school counselors in successful completion of student start up, end of year, and ongoing tasks while providing support throughout the school year. Manage the Peer Mentor program, National Junior Honor Society, Career Planning course, and currently developing a Student Growth and Support group. Lead representative of middle school counseling program on the School Improvement Team, weekly leadership meeting, and Student Assistance Program. Ongoing work with high school counseling team to assist with 9th-12th grade counseling tasks, such as placement of new enrollments, AP testing coordination, and schedule assessments and adjustments.

#### Oregon Connections Academy (07/2009-02/2012)

Worked with a continually growing caseload of students, Grades 7-9, by providing appropriate placement and ongoing individual support, collaborated with colleagues to deliver guidance curriculum, provided transitional support to students and families, supported teachers' aims to promote student learning through consultations and trainings, reviewed data view exports to meet students' academic needs, informally managed the 9th grade advisors, and developed and managed the peer mentor program.

#### Sam Barlow High School (08/2008-06/2009)

Caseload included grades 9-12: Performed individual and group counseling, Section 504 planning and reviews, built and maintained school-parent and community partnerships, mentored seniors at-risk for non-graduation, suicide and/or threat risk assessments, college/career planning with students and guardians, provided referral services to outside agencies, as needed, collaborated with counseling team to implement freshmen academic support groups, co-planned 8th to 9th grade transition events.

#### Steininger Behavioral Care Services (07/2006-07/2007)

Youth Case Manager (YCM) for court-referred youths and their families from diverse cultural and low socioeconomic backgrounds to provide ongoing assessment, supportive counseling, and advocacy. Planned and evaluated youths' participation in educational placement, mental and/or behavioral health therapy, drug treatment, and homeless services, as needed.

SKILLS      Accomplished Connexus© and excel technical abilities

Strong leadership

Company-oriented and student-centered

Ability to work with a wide variety of personalities

Planning, organizing, and directing performance in counseling tasks

## REFERENCES

Mr. Christopher Yerkes, Principal

(717) 651-7376

[cyerkes@ccaeducate.me](mailto:cyerkes@ccaeducate.me)

Mrs. Cheryl Frishmuth, Director of Pupil Services

(484) 791-3070

[cfrishmuth@ccaeducate.me](mailto:cfrishmuth@ccaeducate.me)

Mrs. Tisha Green Rinker, National Director of Counseling

(614) 389-4828

[trinker@connectionseducation.com](mailto:trinker@connectionseducation.com)

# Jennifer L. Pizzani

718 S. Broadway  
Pitman, NJ 08071

856-649-4239  
JLPizzani@gmail.com

## **CERTIFICATION**

PA Instructional II, Elementary K-6

## **EDUCATION**

St. Joseph's University, Philadelphia, PA  
**Master of Science, Elementary Education**  
May 2006

The New School for Social Research, New York, NY  
**Bachelor of Arts, Liberal Arts with a concentration in writing**  
May 1998

## **PROFESSIONAL HISTORY**

**Commonwealth Connections Academy**  
*Elementary Teacher (2007-Current)*

- Teacher of grades 1, 2, 3 and 4 over the course of 9 school years with knowledge of the curriculum in those various grade levels
- Current school year Reading Interventionist for the entire fourth grade
- Make regular contact calls to students and Learning Coaches on a weekly, biweekly and triweekly basis depending on need of the family
- Deliver daily LiveLesson sessions to students giving ample opportunity for direct instruction, whole group practice and small group learning
- Answer webmails on a regular basis throughout the day and manage message boards frequently to keep them relevant and informational
- Work collaboratively with coworkers through ongoing PLCs, grade level IAs and team teaching
- Use the resources of the EMS and direct student and Learning Coaches to links, and helpful areas of the Virtual Library, etc.
- Ongoing personalization of student learning through observation and conversation documented in the individual PLP

**Holy Family School, Archdiocese of Philadelphia**  
*Graduate School Research/Teaching, (2006) - 14 week practicum then stayed on as substitute teacher*

- Field work adding another perspective and layer to personal teaching experiences. Planning, implementing and assessing all curricular areas from January through May 2006 in a third grade classroom. Ability to incorporate on my outstanding communication, organizational, research and writing skills in spring semester.

**The School District of Philadelphia, Philadelphia, PA**  
***Apprentice Teacher (2003-2005)***

- Stand alone teacher for 3<sup>rd</sup> grade, school year of 2003-2004, 4<sup>th</sup> grade, school year of 2004-2005
- Planned all lessons, focus on differentiated instruction
- Instruct based on assessments using PA standards to align student work and assessments
- Innovative and dedicated working with urban, at-risk students
- Encourage cooperative learning while meeting needs of diverse learning styles, below and above grade level, and IEP's
- Teach whole group with emphasis on peer interaction modeling for students the importance of respect and understanding
- Successful use of learning centers, and small group learning as well as daily guided reading
- Experience administering DIBELS, DRA, PSSA, and Terra Nova tests

**The School District of Philadelphia, Philadelphia, PA**  
***Literacy Intern Teacher (2000-2003)***

- Build a balanced literacy environment with partner teacher in a first grade classroom
- Teach whole class during shared reading and read alouds
- Coach students during independent reading (taking running records) and journal writing
- Integrated the four block model of literacy, providing a language based classroom with a print rich environment including use of various word walls
- Meet with guided reading groups daily
- Collaboratively review student work and assessments for grading
- Eventual split of class after the first year for team teaching

**Mulberry Child Care and Preschool, Philadelphia, PA**  
***Co-teacher (1998-2000)***

- Develop thematic weekly curriculum including books, finger plays, song/dance, arts and crafts for a four year old classroom
- Transform classroom with creative decorations weekly that tie in with theme
- Help children explore interests, develop talents and independence, build self esteem and learn how to behave with others in a child centered, child directed environment
- Utilize wide range of instructional techniques (centers, cooperative groups, self directed play)



**Eric J. Scheib**  
349 Spring Run Road  
Etters, PA 17319  
Phone: (717)-938-8995  
Email: [escheib@ptd.net](mailto:escheib@ptd.net)

## **OBJECTIVE**

To obtain position in an innovative educational setting that allows me to use my experience and skills in education management, training, and online learning.

## **PROFESSIONAL EXPERIENCE**

### **High School Program Support Administrator**

**Agora Cyber Charter School  
August 2011 to present**

- Support High School Director through meetings, collecting team data, and collaborating with other departments.
- With the High School Director, oversee a team of over 80 teachers and more than 3500 students.
- Implement teacher improvement plans.
- Facilitate class schedule, course changes, grade report completion, and teacher observations.
- Lead online component of student orientation.
- Oversee teacher compliance and training.
- Recruit and interview teacher candidates.
- Serve as LEA during IEP meetings.
- Serve as coordinator for PSSA Testing sites.

### **High School Department Chair for Social Studies and World Languages**

**Agora Cyber Charter School  
August 2009 to July 2011**

- Coach department of 19 teachers in areas including instruction, metric analysis, communications, and time management.
- Serve as liaison between department and high school leadership.
- Analyze and use student and teacher data to increase student achievement and engagement.
- Conduct regular department and individual meetings with teaching team.
- Create tools for capturing data and improving the high school program.
- Serve as LEA during IEP meetings
- Serve as coordinator for PSSA testing sites.
- Interview candidates as part of recruitment team.

### **High School Social Studies Teacher**

**Agora Cyber Charter School  
July 2006 to July 2011**

- Teach students in grades 9 to 12 in various Social Studies courses.
- Provide live instruction using Elluminate Live! and remediation to students online and in person.
- Proctor PSSA testing.
- Frequently communicate with students in various ways to increase student achievement and improve engagement.

### **Lead Teacher**

**Pennsylvania Virtual Charter School  
November 2004 to June 2006**

- Supervise and support a team of teachers through conference calls, emails, and online and face to face meetings. Provide support as needed for their students and parents; approximately 700 students are supervised on a team.
- Develop and implement Professional Development
- Work with teachers, students, and families in the areas of compliancy and retention.
- Participate as a team member to develop and enhance the Middle School Program.

**Teacher**

**Pennsylvania Virtual Charter School  
August 2003 to November 2004**

- Assist students in grades 4 to 8 and parents in the implementation of the K12 curriculum
- Mentor new teachers
- Plan and attend educational and social outings
- Provide instruction and monitor student progress and attendance through the online school, bi-weekly conferences, and work samples
- Participate in school events such as standardized testing, parent orientations and trainings, and Expos

**High School Coordinator/  
Admissions Representative**

**ITT Technical Institute  
March 2001 to July 2003**

- Generate leads by giving in-class high school presentations
- Act as liaison between high schools and ITT Tech
- Help students overcome issues to ensure increased enrollment
- Interview prospective students
- Create and modify high school presentations
- Create and modify programs to increase student satisfaction and attract new students

**Teacher**

**St. Joseph's School  
August 1999 to March 2001**

- Instruct students in grades 3 to 8, primarily focusing on Social Studies
- Acted as Social Studies Department Coordinator
- Participated as a member of the school's software committee
- Used a variety of different teaching and testing methods

**EDUCATION**

**York College of Pennsylvania**

- Bachelor of Arts in **Secondary Education** – Social Studies
- Area of specialization – Government
- Pennsylvania State Teaching Certification, Instructional I

**TECHNOLOGY SKILLS**

**Proficient to Advanced in the following:**

- Elluminate (Blackboard Collaborate)
- eCollege learning system
- Microsoft Office – Word, Outlook, Power Point, Excel
- Jupiter Grades
- Scantron Testing
- K12 Learning systems (OLS, TotalView)

**REFERENCES**

Available upon request

## **ERIK A. WIEDMAN**

7 West Green Street Shiremanstown, PA 17011 (717) 761-8583, ewiedman@yahoo.com

OBJECTIVE: TO OBTAIN A POSITION OF EDUCATIONAL SUPPORT AND SCHOOL COUNSELING WHERE I CAN BEST SERVE STUDENTS AND PROVIDE THEM WITH SUPPORT AND DIRECTION IN THEIR LIVES

### VOCATIONAL EXPERIENCE

LIBERTY UNIVERSITY – 2008 TO PRESENT

*Adjunct Instructor of Psychology – Distance Learning Program*

Instructor of General Psychology, Adolescence, Learning, and Research & Design

MESSIAH COLLEGE – 2003 TO 2009

*Adjunct Instructor of Psychology*

Instructor in General Psychology; taught one semester of Sensation & Perception

BIBLE BAPTIST SCHOOL/WEST SHORE CHRISTIAN ACADEMY - 1997 TO PRESENT

*School Counselor/Teacher*

Previous instructional experience includes:

- Life Science and Earth Science Teacher at middle school level;
- AP Chemistry, Applied Chemistry, Health & Fitness, Human Anatomy, Conceptual Physics, AP Psychology, Sociology, and Statistics Teacher at high school level

\*College preparation counselor, college visit coordinator, personal counselor, academic and vocational counselor, and coordinator of mentoring, advisory, and service programs

\*Served as secondary co-principal 2007-2009.

PHILHAVEN BEHAVIORAL HEALTH SERVICES - 2/97 TO 8/97

*Therapeutic Staff Support*

Children and family support specialist in community and school setting

FAMILY SUPPORT ASSOCIATES - 11/96 TO 11/97

*Mentor*

Children's group home counselor; responsible for life skills instruction, group counseling, behavioral management, crisis intervention, and medication management

### EDUCATION

MESSIAH COLLEGE

C.A.G.S. - ADVANCED STUDIES IN SCHOOL COUNSELING – 2012

K-12 PA STATE CERTIFICATION

3.97 – GPA

LIBERTY UNIVERSITY

*Advanced Research Design Course (COUC 740) - 2007*

DALLAS THEOLOGICAL SEMINARY

*Certificate of Graduate Studies 30 credits-general theology/biblical studies - 2007*

3.83 - GPA

WESTMINSTER THEOLOGICAL SEMINARY - BIBLICAL COUNSELING TRAINING

*Completion of foundational coursework (6 seminary credits) - 1999-200*

- *Dynamics of Biblical Change - PTC 151*
- *Methods of Biblical Change - PTC 453*

GENEVA COLLEGE

*M.A., Professional Psychology - 2000*

Member of psychology honor society, Psi Chi, 3.83 - GPA

MESSIAH COLLEGE

*B.S., Biology, minor in Psychology – 1993*

Honors Graduate

## VOCATIONAL ROLES/SKILLS/ACCOMPLISHMENTS

- School Counselor (2000-Present)
- Director of Student Life (2004-2007)
- Co-Principal (2007-2009)
- (Co-)Director of Student Mentoring (2004-2008, 2013-Present)
- AP/Dual-credit Instructor (2003-2015)
- Chair of Anti-bullying Taskforce (2012)
- Member of Social Media Taskforce (2012)
- Director of Student Service (2012-Present)
- Director of Winterim Student Internship program (2014-Present)
- Founder & Coordinator of HOPE (Helping Others & Protecting Everyone) program (Suicide Prevention & Mental Health Awareness) - 2015

## TRAININGS & PROFESSIONAL DEVELOPMENT

- PA Chapter 339 Training - CAIU - 4 Sessions (In progress) - 22 hours\*\*
- PA ACT 31 & 126 Child Abuse & Mandated Reporter Training - 3 hours
- Developing Aligned Curriculum (PDE-SAS) - (2015) - 10 hours
- Certification - Youth Mental Health First Aid - USA (2015) - 8 hours
- Differentiating for ELLs (2014) - 6 hours
- SPLED 5002 - National Autism Conference - State College, PA (2014) - 24.5 hours
- SPLED 5002 - National Autism Conference - State College, PA (2013) - 26 hours
- Curriculum Development (2013) - 6.5 hours
- The Bully, the Bullied & the Not-So-Innocent Bystander (2013) - 1 hour
- Bullying in School (2012) - 3 hours
- Safer Saner Schools/Restorative Practices (2007) - 6 hours
- ACSI - Guidance Counselor Track (2006) - 6 hours
- ACSI - Moral Development & Character Building (2005) - 6 hours
- CollegeBoard - Fall Counselor Workshop (2002) - 3 hours
- Central PA Psychiatric Institute - Child Mental Health Symposium (2001) - 7 hours
- Instructor - Worldviews course (2001) - 6 hours
- Christian Ethics for the Classroom (2001) - 6 hours
- Shepherding a Child's Heart (2000) - 6 hours
- Conflict Resolution (2000) - 6 hours
- PHEAA - Counselor Workshop (2000) - 3 hours
- Time Management (1999) - 6 hours

## MINISTRIES

- Member of Bible Baptist Church (1989-Present)
- Children's Wednesday program worker (Olympians & Pioneer Clubs) (1996-1999)
- Oasis (youth ministry) trip to Tijuana, Mexico - co leader (1999)
- Monday Night Alive (MNA) Children's community outreach program founder and coordinator (2002-03)
- Men's Ministry Coordinator (2005-07)
- BBC Missions trip to Czech Republic (2006)
- AWANA volunteer (2009-Present)
- AM Children's Worship teacher (2013-Present)
- Small group ministry pilot group (2015-Present)

## PROFESSIONAL MEMBERSHIPS

- American School Counselor Association
- Pennsylvania School Counselor Association

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Deininger, Stephanie	Adjunct-Secondary	\$900.00	0.00	9/16/16
Stanalonis, Melissa	Teacher-Secondary	\$48,500.00	0.04	9/12/16

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
N/A			

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
N/A					

# STEPHANIE DEININGER

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1307 Cheves Place  
Lancaster, PA 17603  
717.799.0415  
[sdeininger926@gmail.com](mailto:sdeininger926@gmail.com)  
<http://sdeininger926.wix.com/artist-portfolio>

## OBJECTIVE

To obtain a position in an educational environment, where my knowledge of and background in teaching studio art and art history may be utilized.

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## EDUCATION

**Bachelor of Arts in Art, December 2003** Millersville University, Millersville, PA  
**K-12 Certification in Art Education, December 2006** Millersville University, Millersville, PA

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## TEACHING EXPERIENCE

**Youth Studio Instructor, grades 6-9**  
**July 2007-present**  
Pennsylvania College of Art & Design, Lancaster, PA

**Substitute Teacher**  
**September 2015-present**  
Substitute Teacher Services, Lancaster County, PA

**Special Education Paraprofessional**  
**August 2014-June 2015**  
Smith Middle School  
Solanco School District, Lancaster County, PA

**Art Teacher, Long Term Substitute**  
**January 2014-June 2014**  
Swift Middle School  
Solanco School District, Lancaster County, PA

**Art Teacher, Long Term Substitute**  
**August 2007-June 2008**  
Marticville Middle School  
Penn Manor School District, Lancaster County, PA

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## PROFESSIONAL EXPERIENCE

**Admissions Counselor, Pennsylvania College of Art & Design**  
**August 2008- August 2013**  
Represented the college while assisting high school seniors through the admissions process. Responsibilities included maintaining organization of student files, consistent communication with potential students and their families, conducting portfolio reviews/interviews, and coordination of Open Houses and other special events. Extensive travel/recruitment including high school visits and giving presentations along with attending college fairs.

**Youth Studio Coordinator, Pennsylvania College of Art & Design**  
**March 2009- August 2013**  
Worked directly with the Continuing Education department of the college on all aspects of implementing the Youth Studio Program. Responsibilities included ordering and maintaining inventory of art supplies and Exhibition and Reception planning, in addition to teaching classes each semester.

**Administrative Assistant, The Women's Committee and Craft Show, Philadelphia Museum of Art**

**October 2004- February 2005**

Provided administrative support to the Executive Director of the Women's Committee and the Philadelphia Museum of Art Craft Show, through this temporary position. Demanded strong computer, organizational, and communication skills, along with knowledge of art, development, and fundraising.

**Visitor Services Assistant, Membership and Visitor Services, Philadelphia Museum of Art**

**January, 2004- October, 2004**

Performed a daily variety of tasks directly related to accommodating visitors, as well as clerical and administrative duties. Worked directly with the Manet and the Sea Exhibition (Feb 15- May 31, 2004) assisting in membership sales and services, data entry, event planning, group visitations, exhibit coordination, and fielding telephone inquiries. This position demanded strong knowledge of museum operation and a high degree of customer service skills.

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**SUMMARY**

-Dean's List, Millersville University May 2002

-Member of PSEA and NAEA

-Scholastic Art Awards and Lancaster County Young Artists Awards Judging Panel; Lancaster Museum of Art, Lancaster, PA, 2010 -2012

-*Artwork Exhibitions:* Swift Gallery, Millersville University, May -September 2003 | Philadelphia Museum of Art Employee Show, May 2004 | "Womb", an exhibition of works by women, Philadelphia, PA, September 2004 | "Release", solo exhibition, The White Elephant, Lancaster PA, August-September 2008 | Grand Central Café, Lancaster, PA, August-September 2008 | "Untitled Lancaster", May 2015, Sunshine Art & Design, Lancaster, PA

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**REFERENCES**

Paul Gladfelter, Principal, Swift/Smith Middle School  
Solanco School District  
121 South Hess Street  
Quarryville, PA 17566  
717.786.8401

David Beard, Assistant Principal, Smith Middle School  
Solanco School District  
121 South Hess Street  
Quarryville, PA 17566  
717.786.8401

John Dolan, Assistant Principal, Swift Middle School  
Solanco School District  
121 South Hess Street  
Quarryville, PA 17566  
717.786.8401

Natalie Lascek, Director of Admissions and Recruitment Marketing  
Pennsylvania College of Art & Design  
204 N. Prince Street  
Lancaster, PA 17608  
717. 396.7833

Nick Mohler, Director of Continuing Education  
Pennsylvania College of Art & Design  
204 N. Prince Street  
Lancaster, PA 17608  
717.396.7833

Tracy Beyl, Public Art Manager  
City of Lancaster  
120 North Duke Street  
P.O. Box 1599  
Lancaster, PA 17608

# Melissa Serre Stanalonis

(E) frenchbred@comcast.net

## Professional Overview

I taught eighth grade Science at Waynesboro Area Middle School from August, 1990 until August, 2014. My responsibilities included:

- \*Managing heterogenously and homogeneously grouped classrooms with up to 35 students
- \*Individualizing instruction to meet the needs of a very diverse group of students
- \*Writing curriculum and developing lesson plans for General Science, Exploratory, and Science, Technology and Society courses
- \*Assessing individual student learning styles and adjusting teaching to meet the needs of each student
- \*Taking Graduate-level and Professional Development courses
- \*Proctoring and Administering Keystone Exams, PSSA Tests, PSSA Practice Tests and Iowa Exams
- \*Teaching homebound students and tutoring students after school
- \*Various ISS and supervisor duties, participation in professional and volunteer groups and serving as a Track and Field Official

## Highlights

- Incorporating hands-on Emphasis on real-life skills
- Experiences for all learners meaningful experiences
- Individualizing instruction
- Demonstrated willingness to go
- Coordinating curriculum content above & beyond
- Work late and student needs hours to increase student understanding and success!

## Relevant Experience

I earned my Master of Science degree in Education in August, 2000. The most recent graduate-level course that I completed was Incorporating iPads in the



Classroom in August, 2014. Often, I was referred to as "the last one to leave the building" as I stayed after hours to provide academic support to students in Science, Math and any other subject that they needed assistance with. One committee that I was very involved with provided economically deprived students with gift certificates and other gifts before Christmas and provided help to students who suffered loss due to a fire, an illness or an accident. The one-on-one interactions that I've had with students through the years have proved to be my most valuable

## **Experience**

09/1989 - 12/1989

Westmont Hilltop Senior High School — Johnstown, PA

Long-Term Substitute Teacher: 9th grade AP Biology, 10th grade Chemistry

## **Education**

The University of Pittsburgh — Johnstown, PA, USA

Bachelor of Science: Secondary Education: Biology/General Science

Wilkes — Wilkes-Barre, PA, USA

Master of Science: Education - Development and Strategies



From: Matt Moldawer  
To: REACH Cyber Charter School Board  
Re: School-Specific Handbook Supplement for 2016-17  
Date: September 13, 2016

Please see below for updates to the School Handbook Supplement for SY 2016-17. Once approved by the Board, the updated Supplement will be posted to the Virtual Library in Connexus.

### **10.2.5 Use of the Internet**

#### **Internet Safety Policy**

It is the policy of REACH Cyber Charter School (“the school”) to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information
- comply with the Children’s Internet Protection Act (“CIPA”) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbook, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

The School will provide age-appropriate training for students who use Connections Academy's Internet facilities. The training provided will be designed to promote Connections Academy's commitment to the standards and acceptable use of Internet services, as set forth in the School's handbook and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by the Board of REACH Cyber Charter School at a public meeting, following normal public notice, on [REDACTED].



From: Erin Erdley, Federal Programs Specialist, on behalf of Dr. Jean Swenk, Director, Federal Programs Support  
To: Reach Cyber Charter School Board of Directors  
cc: Jane Swan, School Leader  
Re: Written Complaint Procedure Policy  
Date: September 9, 2016

As a requirement of Title I, Part A, Sub-part F (CFR, Title 34), "the school shall adopt written procedures consistent with State law for:

- receiving and resolving any complaint from an organization or individual that the school is violating a Federal statute or regulation that applies to an applicable program listed below
- reviewing an appeal from a decision with respect to a complaint
- conducting an independent on-site investigation of a complaint if the school determines that an on-site investigation is necessary.

This is applicable to the following programs:

- (1) Part A of title I (Improving Basic Programs Operated by Local Educational Agencies).
- (2) Part B of title I (Even Start Family Literacy Programs) (other than the federally administered direct grants for Indian tribes and tribal organizations, children of migratory workers, Statewide family literacy initiatives, and a prison that house women and children).
- (3) Part C of title I (Migrant Education).
- (4) Part D of title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
- (5) Title II (Eisenhower Professional Development Program) (other than section 2103 and part C of this title).
- (6) Subpart 2 of part A of title III (State and Local Programs for School Technology Resources).
- (7) Part A of title IV (Safe and Drug-Free Schools and Communities) (other than section 4114).
- (8) Title VI (Innovative Education Program Strategies).
- (9) Part C of title VII (Emergency Immigrant Education)

Attached is a copy of the policy for the Board's review and approval. Thank you.

## REACH Cyber Charter School Federal Programs Complaints Policy

### Complaints Against the School Related to Federal Regulations or Statute

If any member of the school community has a complaint related to a perceived violation of a federal statute or regulation (including but not limited to Title-funded programs, McKinney Vento Act, or discrimination on the basis of sex) by the school, the following processes should be used.

### Resolution of Complaints at the School Level

Whenever possible, complaints against the school should first be addressed at the school level.

1. A parent 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 (generally the teacher) must review the issue with his or her supervisor (generally the principal) and respond to the parent within three (3) school days.
3. If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent, the student, if necessary, and any other staff member (if necessary), within five (5) school days.
4. If either party does not resolve this grievance, the parent should then request a meeting with the school administration. School administration will investigate the matter, and schedule a meeting within five (5) school days.

If a resolution was not reached at the above three (3) meetings, the parent may request a meeting with the parent member on the school's Governing Board, who will investigate the matter, and arrange a meeting within five (5) school days. Current contact information for Governing Board members will be listed on the school webpage.

### Resolution of the Complaint at the Public Education Department Level

If a resolution was not reached through the above process, the complainant may file a complaint with the Pennsylvania Department of Education (PDE) following the process below. The PDE will accept and investigate complaints from organizations or individuals with respect to applicable or covered programs including but not limited to Title-funded programs, McKinney Vento Act, or discrimination on the basis of sex. A "complaint" is a written, signed statement filed by an individual or an organization. It must include:

- a. A statement that PDE or a Local Educational Agency has violated a requirement of federal statute or regulations which apply to programs under the No Child Left Behind Act.
- b. The facts on which the statement is based.
- c. Information on any discussions, meetings or correspondence with PDE or the LEA regarding the complaint.

Procedures are as follows (directly from PDE NCLB Complaint Procedures):

- 1) **Referral**—Complaints against the school or appeals from school decisions regarding complaints will be referred to the Regional Coordinator for the school against which the complaint has been filed.
- 2) **Notice to LEA**—The Regional Coordinator will notify the school's superintendent or chief administrative officer that a complaint or appeal has been received, will provide a copy, and will direct the school to respond.
- 3) **Investigation**— After receiving the school's response, the Regional Coordinator will determine whether further investigation is necessary. If necessary, the Regional Coordinator may carry out an independent investigation on-site at the school.
- 4) **Opportunity to Present Evidence**—The Regional Coordinator may, in his or her discretion, provide for the complainant, the complainant's representative, or both, and the school to present evidence. Such presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.
- 5) **Report and Recommended Resolution**—Once the Regional Coordinator has finished any investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint or appeal. The final report will give the name of the party bringing the complaint or appeal, the nature of the complaint or appeal, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The regional Coordinator will issue the report to all parties to the complaint or appeal. The recommended resolution will become effective upon issuance of the final report.
- 6) **Follow-up**—The Regional Coordinator will insure that the resolution of the complaint or appeal is implemented.

- 7) **Time Limit**—The period between PDE’s receipt of a complaint or appeal and its resolution shall not exceed sixty (60) calendar days.
- 8) **Extension of Time Limit**—The Chief of the Division of Federal Programs may extend the 60 day time limit if exceptional circumstances exist with respect to a particular complaint or appeal.
- 9) **Right to Appeal**—Either party may appeal the final resolution to the United States Secretary of Education.

In the case of a complaint filed pursuant to the McKinney-Vento Education for Homeless Children and Youth Act relating to a dispute not resolved at the school level, a regional or site coordinator with whom a complaint or appeal is filed must notify the state coordinator immediately. Upon being notified, the state coordinator will review the complaint or appeal and assign it to a regional or site coordinator for disposition. The coordinator to whom the appeal is assigned may contact, interview and accept documentation from any individual or LEA involved, and shall issue a written disposition within 20 business days after the complaint or appeal has been assigned. The disposition shall be provided to the school and the parent, guardian or unaccompanied youth involved. The child or youth shall continue to be enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is resolved or until a disposition from a McKinney-Vento coordinator is received.

If the school fails or refuses to comply with the applicable law or regulations, and if the noncompliance or refusal to comply cannot be corrected or avoided by informal means, compliance may be effected by the PDE by any means authorized by state or federal statute or regulation. The PDE will retain jurisdiction over the issue of noncompliance with the law or regulations and will retain jurisdiction over the implementation of any corrective action required.

**REACH Cyber Charter School**  
**750 E. Park Drive Ste. 204**  
**Harrisburg, PA 17111-2758**

**Section 504 Policy**

Many students are eligible for educational services under both Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. §794 ("Section 504") and the Individuals with Disabilities Education Act ("IDEA"). Students who are eligible under the IDEA have additional rights that are not available to students who are eligible solely under Section 504. The purpose of this policy is to set forth the rights assured by Section 504 for those students with disabilities who **do not qualify under the IDEA**. These students are known as "Section 504-only students". These Section 504 procedures are intended as a model for ALL Connections Academy schools, but will not take the place of any state mandated forms and procedures. Each Connections Academy school is required to identify a Section 504 Coordinator to assure consistent compliance with the requirements of the Act. Each Connections Academy school has a separate document that details the process for accessing IDEA rights and services; these IDEA procedures are available in the Virtual Library and upon request.

**BACKGROUND AND DEFINITIONS**

To be protected under Section 504, a student must be determined to:

1. have a physical or mental impairment that substantially limits one or more major life activities; or
2. have a record of such impairment; or
3. be regarded as having such impairment.

Section 504 requires that a free appropriate public education ("FAPE") be provided only to qualified students who have a physical or mental impairment that substantially limits one or more major life activities. Unless a student actually has an impairment that substantially limits a major life activity, the fact that a student has a "record of" or is "regarded as" disabled is insufficient to trigger those Section 504 protections that require the provision of FAPE.

Section 504 defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental

illness, and specific learning disabilities. **This is not an exhaustive list, please be sure to make individual inquiries when discussing impairments with families.**

Congress also provided a non-exhaustive list of examples of “major bodily functions” that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Major life activities, include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is also *not* exhaustive. In the ADA Amendments Act, Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. The Section 504 regulatory provision’s list of examples of major life activities is not exclusive, and an activity or function not specifically listed in the Section 504 regulatory provision can nonetheless be a major life activity.

If a student has a temporary impairment, a broken bone for example, that is so severe that it results in substantial limitations of one or more major life activity for an extended period, a student may qualify for Section 504 services. The Connections Academy Section 504 Committee should follow the Section 504 procedures in determining the need for Section 504 services. The decision should be made on a case-by-case basis, and it should take into account the expected duration of the impairment and the extent that it limits a major life activity of the affected individual.

## **FAPE**

All school-age children at Connections Academy who are individuals with disabilities as defined by Section 504 are entitled to a free and appropriate public education (“FAPE”).

Under Section 504, FAPE consists of the provision of regular education services, or special education and related aids and services, designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

For purposes of Section 504, the provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are also imposed on non-disabled persons or their parents or guardian. It may consist either of the provision of free services or payment for the costs of the necessary aid, benefits, and/or services.



If Connections Academy places or refers a student for aid, benefits, or services not provided by the school, it shall ensure that adequate transportation to and from the aid, benefits, and/or services is provided at the same cost to the parents or guardian as if the school were directly providing the aid, benefits, and/or services.

According to the Office for Civil Rights (“OCR”), an appropriate education for 504-eligible students includes: education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met; the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability; evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and establishment of due process procedures that enable parents and guardians to receive required notices, review their child’s records, and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

An appropriate education may include regular or special education and related aids and services to accommodate the needs of individuals with disabilities as appropriate under applicable law. **The quality of education services provided to students with disabilities must equal the quality of services provided to nondisabled students.** Teachers of students with disabilities must be trained in the instruction of individuals with disabilities.

## EDUCATIONAL SETTINGS

Connections Academy shall educate, or shall provide for the education of, each qualified disabled student with students who are not disabled to the maximum extent appropriate to the needs of the disabled person. Connections Academy shall place a disabled person in the regular educational environment in the Connections Academy school unless it is demonstrated by Connections Academy that the education of the person cannot be achieved satisfactorily in the regular environment with the use of supplementary aids and services. Whenever Connections Academy places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

**Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities.** These services may include physical education and recreational athletics,

transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students. Students with disabilities shall not be excluded from participating in nonacademic services and extracurricular activities solely on the basis of disability.

As necessary, specific related aids and services must be provided for students with disabilities to ensure an appropriate education setting. Supplementary aids may include interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments to the extent required. This is not an exhaustive list.

### **NONACADEMIC SETTINGS**

Connections Academy shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities.

Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipients, referrals to agencies which provide assistance to disabled student, and employment of students, including both employment by the recipient and assistance in making available outside employment.

Connections Academy may offer to disabled students physical education and athletic activities that are separate or different from those offered to non-disabled students only if separation or differentiation is consistent with the requirements discussed above under "Educational Settings" and only if no qualified disabled student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

### **NOTICES**

The school shall publish at least annually notifications in the parent-student handbook and on the school's website notices regarding Section 504, the Section 504 coordinator/contact, information about procedural safeguards and assurances regarding non-discrimination and non-retaliation. State departments of education may have developed and published procedural safeguards documents to be utilized for both IDEA and §504 students. Parents should also be provided with the state specific document where available.

## **NON-DISCRIMINATION AND NON-RETALIATION**

Discrimination based on disability is strictly prohibited at Connections Academy.

Connections Academy prohibits intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in Connections Academy's programs. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Retaliatory acts such as intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Section 504 are strictly prohibited at Connections Academy.

The School shall provide written assurance of nondiscrimination as required by applicable law.

## **EVALUATION AND PLACEMENT PROCEDURES**

Section 504 requires the use of evaluation and placement procedures.

### **Pre-placement evaluation**

Parents of students with Section 504 plans seeking to enroll in Connections Academy schools are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process. When a student enters Connections Academy with a Section 504 plan developed by a prior school, Connections Academy will review the plan and supporting documentation and comply with Section 504. Connections Academy requires staff members to be cognizant of the needs of Section 504 students and to assure that students receive appropriate accommodations and modifications.

Connections Academy shall conduct an evaluation of any student who, because of disability, needs or is believed to need special education or related services, before taking any action with respect to the initial placement of the person in regular or special education, and/or prior to any subsequent significant change in placement.

The Connections Academy Section 504 Committee will be composed of people who are

knowledgeable about the student's needs, the student's school history, and the evaluation data.

At least ten (10) calendar days prior to the school's Section 504 Committee meeting to discuss students' Section 504 eligibility, the student's parent/ guardian shall be notified of the meeting date and time and invited to participate. As with other conferences, meetings typically are conducted utilizing a Connections Academy conference line but may be conducted with an alternative means of meeting participation.

### **Evaluation procedures**

Connections Academy shall establish standards and procedures for the evaluation and placement of persons who, because of disability, need or are believed to need special education or related services which ensure that:

1. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
3. Tests are selected and administered to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

### **Placement procedures**

In interpreting evaluation data and in making placement decisions, Connections Academy shall:

1. draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior,
2. establish procedures to ensure that information obtained from all such sources is documented and carefully considered,
3. ensure that the placement decision is made by the CA Section 504 Committee, and

4. ensure that the placement decision is made in conformity with the “Educational Settings” discussion referenced above in mind.

The Connections Academy Section 504 Committee:

- Will take into account all available records, test results, evaluations, teacher input, counselor input;
- When discussing eligibility and possible accommodations:
  - Determine if there are reasonable accommodations that can enable the student to participate in learning in the school environment.
  - Will not provide different or separate aid unless it is necessary to make benefits or services as effective as those being provided to all other students in the class;
  - Will not require the identical result or level of achievement as other students; rather, provide equal opportunity.

If the education of the student cannot be achieved in a regular environment with the use of reasonable supplementary aids then the implementation of an IEP may also be considered depending upon the facts and requirements of IDEA.

The accommodations must be reasonable, must not fundamentally alter the school program, or present undue burden to the school to the extent allowed under Section 504.

During the enrollment/placement process, the Academic Placement Services Team identifies those students in need of new materials (never before used by other students) due to extreme allergies or other health issues. This information can be found in each student’s **Section 504 Plan** data view. At the end of each school year, the Academic Placement Services Team reviews all currently enrolled Section 504 students who required new materials to determine if the same is necessary for the coming school year.

### **Section 504 Plan Implementation**

If the Connections Academy Section 504 Committee determines that the student qualifies as a student with a disability under Section 504, they will develop a written Section 504 Plan (also known as an accommodation plan). The Section 504 Plan must specify the nature of the impairment, the major life activity affected by the impairment, and accommodations and modifications necessary to provide the student with FAPE. Accommodations should be specific to the individual student’s physical or mental impairment and relate to the substantial limitation to the major life activity and should not include accommodations typically provided to general education students. The accommodations should be clearly detailed in the Section 504 Plan. For example, if a student requires auditory supports, the 504 Plan should state clearly what type of

auditory supports the student requires, including, but not limited to, assistive technology devices.

Students who have Section 504 Plans will participate in the regular education environment, with the use of supplementary aids 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.

Students with Section 504 Plans will have a yellow triangle next to their name in the grade book in Connexus. By *hovering* the cursor over the yellow triangle, the teacher is able to view the individual student's accommodations and modifications. The student's parent/guardian will be provided a written copy of the student's Section 504 Plan.

### **Testing Accommodations**

The Connections Academy Section 504 Committee must make determinations about appropriate accommodations that a student with a disability needs in order to fully and equally participate in state and Connections Academy assessments. State-specific accommodations and modifications are identified by each state department of education and are updated annually. Students eligible under IDEA and Section 504 will have access to the same set of state specific accommodations and modifications, as appropriate for the individual student. Accommodations are generally grouped into the following categories:

- **Presentation** (e.g., repeat directions, read aloud, use of larger bubbles on answer sheets)
- **Response** (e.g., mark answers in book, use reference aids, point, use of computer)
- **Timing/Scheduling** (e.g., extended time, frequent breaks)
- **Setting** (e.g., study carrel, special selecting accommodations: determining necessary accommodations should be part of the development of each Section 504 Plan.)

The following questions should be considered in the selection of appropriate accommodations:

- What is the student's learning strengths and needs?
- What accommodations is the student regularly utilizing for assignments and tests?

### **Field Trips**

All schools have the responsibility to make educational activities and programs accessible to all children. Students with disabilities cannot be denied the right to participate in school wide or class wide required field trips. In Connections Academy schools, due to the nature of our virtual environment, parents (or a designated adult over the age of 18) are required to accompany their students on all field trips, regardless of student age.

Field trips in Connections Academy schools are most often planned by parents, known as Community Coordinators, or by school teachers. Typically field trips are arranged all over the state (or region) served by the Connections Academy school. Field trips are optional, providing families the choice of participating in those that are proximate to the family, and that are consistent with the student and families' interests.

Many families of students with severe allergies or health concerns choose virtual education for their children in order to have greater control over the environment in which their children learn. Community Coordinators receive training that includes information on providing accommodations for Section 504 and IDEA eligible students. Community Coordinators are to be considerate of students and parents with disabilities when planning field trips. Community Coordinators may choose to host "allergen free" field trips where such a need exists and opportunity to do so exists.

Families of students requiring field trip accommodations may choose to make the need for accommodation known to the Community Coordinator in their area. Others families may choose not to disclose the need for accommodation. Community Coordinators are trained to provide information including accessibility for individuals with physical impairments when announcing field trips.

### **Reevaluation**

Connections Academy shall establish procedures for periodic reevaluation of 504 eligible students, consistent with IDEA. 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 the students Section 504 - Pplan. For students who enter Connections Academy 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 504 Plan was developed, the appropriateness of the 504 Plan for the virtual school setting, changes to the student's impairment, etc.

### **Dismissal from Section 504 Services**

A student is entitled to Section 504 services as long as the individual meets the regulatory definition of a person with a disability. The Connections Academy Section

504 Committee should re-evaluate if there is a question as to whether the student continues to be eligible. If the team determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for accommodations and modification under Section 504. The parent will receive written notice that the student is no longer Section 504 eligible and the determination is documented in the student's record. Compliance with the procedural safeguards of IDEA is one means of meeting this requirement.

## **PROCEDURAL SAFEGUARDS**

Connections Academy shall establish and implement a system of procedural safeguards that includes notice, an opportunity for the student's parents or guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parents or guardian and representation by counsel, and a review procedure. Refer to the School-Specific Handbook for your particular school for further information.

## **DISCIPLINE**

Procedural safeguards aligned with applicable state and federal law must be in place when disciplining a student with a disability, to ensure that students with disabilities are not be subjected to discriminatorily different treatment in discipline by virtue of their disabilities, and are not to be disciplined on account of their disabilities more harshly or frequently than similarly situated students without disabilities for the same infractions. Refer to the School-Specific Handbook for your particular school for further information.

## **STUDENT DATA PRIVACY**

The Family Educational Rights and Privacy Act ("FERPA") is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Connections Academy shall comply with FERPA regarding a Section 504 student's education records.

## **SECTION 504 COORDINATOR**



Students who are in need or are believed to be in need of services under Section 504 may be referred for evaluation by a parent/guardian, teacher, or other certified school employee. Requests should be directed to Connections Academy's Section 504 Coordinator at:

REACH Cyber Charter School  
750 E. Park Drive Ste. 204  
Harrisburg, PA 17111-2758  
Colleen Freyvogel

The Connections Academy Section 504 Committee will consider the referral, and determine whether an evaluation is appropriate. Any student, who, because of a disability, needs or is believed to need special services, will be referred for evaluation. If a request for evaluation is denied, Connections Academy will provide written notification to the parents or guardian of this decision and of their procedural safeguards.

The 504 Coordinator shall be responsible for:

Ensuring the school's compliance with Section 504 and maintaining evidence of compliance.

Implementing Section 504's mandates and disseminating assurances, procedural safeguards and notifications required under Section 504.

Responding to -parent and staff inquiries regarding Section 504.

Maintaining documentation required related to Student 504 accommodations and decisions.

Informing staff and parents of training opportunities.

Overseeing implementation of Section 504 grievance procedures.

Evaluating Connections Academy's Section 504 programs, policies, procedures and compliance and keeping school leadership informed regarding any changes needed and recommendations made regarding Section 504.

### **GRIEVANCE PROCEDURES**

Grievance procedures to address complaints of discrimination shall at a minimum follow the process below which should be supplemented by any state mandated

procedures.

- Grievances must be submitted to the Section 504 Coordinator within **30 days** of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Connections Academy relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the principal or the lead school administrator within 15 days of receiving the Section 504 Coordinator's decision. The principal or lead school administrator shall issue a written decision in response to the appeal no later than 30 days after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability as otherwise permitted by law.

## **Dispute Resolution**

Connections Academy works closely with families of enrolled students to address concerns related to the delivery of FAPE. When the parent expresses questions or concerns that the teacher(s) cannot resolve, the principal should be apprised of the situation. The principal will assess the situation and attempt to work with the parent/guardian to solve the problems. The school principal may at any time consult with and or seek the assistance of the Connections Academy special education team located in Baltimore. These informal interventions should resolve the majority of disagreements. Situations that are not resolved should be referred to the corporate Senior Director of Student Services.

Parents have a variety of avenues of recourse when disputes continue to be unresolved. These options include, but are not limited to, Mediation, Due Process, and State or Federal complaint proceedings. Parents should seek legal counsel for advice on the various options available to them based on their particular circumstances.

**Mediation:** A request for mediation can be filed with the appropriate State Department of Education. A trained, qualified and impartial representative of the State Department

of Education is asked to mediate a dispute. Both the complainant and Connections Academy must agree to the process.

**Due Process Hearing:** If mediation is unsuccessful, or if the parties cannot agree to mediate, complainants or state department of education may request an impartial due process hearing. An impartial due process hearing is a formal, administrative procedure that is held to resolve disagreements. Disagreements may be about the identification, evaluation and placement of the student or the provision of FAPE.

To file a complaint with OCR, OCR encourages students and parents, representatives of education institutions, and other OCR customers to use e-mail or fax to communicate with OCR (see <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt> for contact information), whenever possible. Also, parents may file a complaint with OCR, online, at the following website:

<http://www.ed.gov/ocr/complaintprocess.html>.

**PORTIONS OF THIS POLICY HAVE BEEN EXCERPTED FROM OCR'S WEB GUIDANCE ON SECTION 504 STUDENTS.**



Connections Learning  
 1001 Fleet Street, 5<sup>th</sup> Floor  
 Baltimore, MD 21202

Quote Date: 7/28/2016  
 Contract Term: 8/1/2016-7/31/2017

Fax: 1-800-519-8804

Prepared By: Adrienne Wallace  
 E-mail: awallace@connectionseducation.com  
 Phone: 443-873-1858

Client Name: Reach Cyber Charter School  
 Contact Name: Jane Swan  
 Email: jswan@connectionseducation.com  
 Bill To Name: Reach Cyber Charter School

**Proposed Financial Terms for Speech Therapy, Speech/Language Evaluation Services and/or Case Management**

Product	List Price	Line Item Description
Initial Set-up Fee	\$60.00	Per Student, Per Year (incl. headset and webcam and shipment)
Individual Speech Therapy Only	\$74.70	Per student, per hour (price reflects Partner Discount of 10% off of the list price of \$ 83.00)
Group Speech Therapy as Appropriate	\$60.30	Per student, per hour (price reflects Partner Discount of 10% off of the list price of \$ 67.00)
Screenings	\$75	Per student, per screening
Assessment (initial evaluation and re-evaluation)	\$350.00	Per student, per assessment
Consulting Services	\$74.70	Per hour, per student
Case Management	\$35.00	Per month, per student
Progress Notes	\$37.50	Per occurrence - includes Connexus and IEP System 4x per year
ESY Services as needed	\$74.70	Per hour, per student
Other services as needed	\$74.70	Per hour, per student

Screenings are short, initial meetings between student and therapist to determine if student speech or communication issue merits a complete assessment. A short written report is provided detailing the screening outcome and sent to customer. Assessment services include evaluation, written report, suggested IEP goals and attendance at IEP meeting. If additional meetings are needed, they will be charged at the per hour, per student rate.

Progress Notes are the periodic documentation of the student's progress towards his or hers individualized goals established during IEP meetings. These costs are not applied for Case Management students.

Some students may require "Extended School Year" therapy sessions ("ESY") as prescribed in their IEP to be offered during summer breaks. Services provided during the time after the state's school year has concluded will be charged at a "per unit" cost (i.e. 60 minute sessions=\$74.70; 45 minute sessions=\$56.00; 30 minute sessions=\$37.40; 15 minute sessions=\$18.70). All additional services during the summer break (screenings, assessments, other services, etc.) will be charged the standard rate.

Others services may include consult services (required by IEP), participation in IEP meetings or other special



services. Additionally, if your state or school requires special documentation, reports or software reporting systems to be used as part of a speech screening process or documentation of therapy, appropriate "Other services as needed" per hour fees shall be assessed.

### **Billing and Payment**

Customer will be billed monthly for the previous month's services as requested and delivered. Invoices will be paid within 30 days of invoice date.

### **Travel**

Face-to-face Speech Therapy includes 30 miles round-trip travel per session. Services requiring more than 30 miles round-trip will incur an additional charge of \$95 per hour of travel and the current mileage reimbursement rate as set by the US Government.

### **Therapy Appointment Cancellation Policy is as follows:**

- We request that the student or Learning Coach notify their therapist at least 24 hours in advance of the scheduled appointment time in the event that they need to reschedule their appointment.
- If a student misses an appointment without providing at least 24 hours' notice (regardless if the reason provided is excused or unexcused), this is classified as a "No-Show No-Call", in which case the cost of the full therapy session is charged to Customer.

### **What Connections Learning Will Provide**

- Individual or group speech therapy sessions will be provided with an appropriately licensed therapist via the Connections Learning LiveSpeech Program, using LiveLesson or in person and supported by Connexus.
- Speech/Language Screening and Evaluation services include review of student's history, administering and interpreting tests, and report writing, where applicable.
- Case management services are limited to those students that require solely Speech/Language Screening, Evaluation or speech therapy services. Case management services include:
  - Fulfilling mandatory scheduled contacts.
  - Completing the IEP in the school's IEP software system (customer must provide access and appropriate training to therapist).
  - Entering quarterly progress reports into the IEP software system.
  - Working with designated customer administrative support to set up meetings.
  - Participating in the IEP meetings.
- Licenses; Certifications. Services will be provided solely by licensed Speech-Language Pathologists who are certified in Pennsylvania ("SLPs"). Such SLPs are not employees of the school. SLPs are contracted through Connections Learning and will not be required to obtain Pennsylvania's Department of Education Teaching Licensure unless requested in writing by the Customer and at Customer's cost.
- Background Checks. All therapists will have undergone background screening as required by Connections Learning or applicable law to assure the safety of the customers and students.
- Customer designated Speech Coordinator access to Connexus to identify students for LiveSpeech services and to view individual student progress data.
- LiveSpeech kits, consisting of a headset and webcam, will be provided for each student who is referred for an evaluation or therapy services. LiveSpeech kits are not provided to students receiving a screening. Screenings are preliminary assessments by a Speech Language Pathologist (SLP) to determine if a student needs a complete speech assessment. Working with the customer, Connections Learning can send these kits directly to the student or to a designated customer location such as a school site. This election should be indicated on the LiveSpeech Enrollment Form. These materials do not need to be returned to Connections.

### **Mutual Obligations of the Parties**



- Clinical and Medical Records. It is understood and agreed that clinical and medical records are also "Confidential Information" under this Agreement, and each party expressly agrees to comply, to the extent and in the manner required by the applicable statutory and regulatory regime, with the laws and regulations governing the use, disclosure, and duties and obligations to protect "protected health information" (as defined in 45 CFR 160.103), as may be amended from time to time (collectively, "Applicable Laws"), including, without limitation, FERPA; Subtitle D of the Health Information Technology of Economic and Clinical Health Act ("HITECH"); and the Health Insurance Portability and Accountability Act of 1996 (45 CFR parts 160, 162 and 164) ("HIPAA"), including the implementation of all required safeguards to prevent disclosure of protected health information by either party, its employees or agents.

#### **What the Customer Will Provide**

- Designated Speech Coordinator who will be the primary contact for Connections Learning and will be the initial person eligible to designate a student for speech services. The Customer may elect to have other individuals perform this function with written notification to Connections Learning. By designating this Speech Coordinator(s), the Customer authorizes that (those) individual(s) to request services from Connections Learning and thereby commits the Customer to the corresponding fees.
- Financial responsibility for any Connections Learning property that is provided to a student, including property that becomes damaged, is moved to another location, or is not returned when requested by Connections Learning. Where there has been a loss or theft of Connections Learning equipment, Customer is responsible for the full replacement cost of any equipment and software.
- Consultation and/or conference sessions with the IEP teleconferences, as well as parent consultations.
- Primary contact and relationship with all customer users.
- Collaboration with Connections Learning to provide the required information to effectively enroll students. Students will not be enrolled, nor will any services be provided, until necessary parent authorizations, IEP or other documentation of students' speech needs are provided to Connections Learning.
- Complete and accurate information documenting the level of speech services required in student's IEP.
- Complete disclosure of requirements to use school or state documentation or reporting systems (use of these systems may require additional fees).
- Individual to perform administrative tasks associated with speech case management including:
  - Scheduling IEP meetings and managing attendees.
  - Faxing, copying, and filing in a secure location locally all documents related to student(s) speech requirements and therapy.

#### **Acceptance**

This Quote may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each Party's acceptance will be deemed binding on the Parties. Facsimile signatures shall be considered valid signatures as of the date hereof. Computer maintained records of the Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

To accept this Quote, sign and date this Quote Form (below) and return it before 5 pm ET no later than 30 days from the Quote Date.

The services provided under this quote are subject to the terms and conditions contained at:

<http://www.connectionslearning.com/connections-learning/terms.aspx>.



The undersigned has read, understood, and agreed to such terms and conditions.

\_\_\_\_\_  
Customer Authorized by (Signature)

\_\_\_\_\_  
Connections Learning Authorized by (Signature)

\_\_\_\_\_  
Customer Authorized by (Print Name and Title)

Holly Atwell, VP of Education Services  
Connections Learning Authorized by (Print Name and Title)

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed

DRAFT

## DATA PRIVACY ADDENDUM

**THIS DATA PRIVACY ADDENDUM** ("Addendum") is made as of August 1, 2016 (the "Effective Date") by and between **Reach Cyber Charter School** ("Reach") and **Charter Choices, Inc.** ("CC") (Reach and CC are collectively referred to as the "Parties"). The Parties have entered into that certain Agreement (as defined below) pursuant to which CC will Process (as defined below) certain Personal Data (as defined below). This Addendum sets forth the contractual and legal performance obligations of CC with respect to maintaining the privacy and security of such Personal Data.

### 1. **Definitions.** As used herein,

- A. "Agreement" shall mean that certain Proposal and Agreement between Reach and CC dated February 16, 2016, including any work assignments executed by the Parties from time to time.
- B. "Data Subject" shall mean any person about whom Personal Data may be Processed in the performance of the services set forth in the Agreement.
- C. "Governmental Authority" shall mean a public agency or authority of any country, state, territory, or political subdivision of a country, state or territory, or a person or entity acting under a grant of authority from or under contract with such public agency or authority, that is authorized by law to enforce individual rights with respect to Personal Data or to oversee or monitor compliance with privacy and data protection laws, rules and regulations.
- D. "Personal Data" shall mean data that identifies or could be used to identify a Data Subject, including, without limitation, data relating to students, their parents, employees and other individuals. Personal Data specifically includes: (i) an individual's name; (ii) any other identifying characteristics, including but not limited to address, date of birth or age, gender, national origin, socio-economic status (including free/reduced lunch status), race, ethnicity, special education status, English Language Learner status, names of parents or other family members, a personal identifier (such as a social security number, student number or biometric record), or any other category of information protected by the Family Educational Rights and Privacy Act or other applicable Laws and Regulations (as defined in Section 2.A of this Addendum), when identified to, or combined with, the name or other identifying information of an individual or that could be used to derive the identity of an individual; or (iii) any of the following types of information, when identified to, or combined with, the name or other identifying information of an individual: (1) health information (including, but not limited to, mental health information); and student educational records (including, but not limited to, grades, scores on tests, assessments, assignments, transcripts, and other educational records that pertain to a student).
- E. "Process", "Processed" or "Processing" shall mean accessing, collecting, using, handling, storing, manipulating, disclosing, transferring, transmitting, processing, deleting, or combining Personal Data with other data, as provided for under the Agreement or contemplated by applicable Laws and Regulations.
- F. "Security Incident" will be deemed to include anything that results in the loss, theft, misuse, or unintended exposure of Personal Data
- G. Unless otherwise defined herein, all other capitalized terms shall have the meanings ascribed to them in the Agreement.

### 2. **Compliance Terms.** CC shall:

- A. (i) Use reasonable efforts to ensure the confidentiality of Personal Data provided by or relating to Reach, its customers and/or end users, and (ii) comply with all applicable US federal, state and other laws, enactments, regulations, policies and orders (collectively, "Laws and Regulations").



CC acknowledges that data privacy, particularly relating to student data, is likely to be an area of increased regulation in the future. As such, CC acknowledges and agrees that it will take such steps as are necessary to ensure that its actions in Processing Personal Data remain in compliance with all applicable Laws and Regulations, including new Laws and Regulations enacted during the Term of the Agreement.

- B. Ensure that all Personal Data collected by CC is Processed only to perform its obligations pursuant to the Agreement and as specifically permitted by this Addendum, or as otherwise instructed in writing from time to time by Reach. CC shall not use such Personal Data for any other purpose, including without limitation for its own commercial benefit, unless approved in writing by Reach.
- C. Not store Personal Data in any systems maintained by CC or any third party without the prior written approval of Reach. CC shall promptly comply with any request from Reach requiring CC to amend, transfer, delete or de-identify any Personal Data stored by CC. In elaboration of, and not by way of limitation of, the foregoing, upon the request by Reach, CC agrees to: (i) delete or de-identify all Personal Data stored by CC pertaining to a given Reach customer and/or its end users; and (ii) delete or de-identify all Personal Data stored by CC pertaining to a given student or other individual (provided that Reach acknowledges and agrees that copies of such Personal Data may remain in backups stored on non-production systems which are made by or on behalf of CC in the ordinary course of business).
- D. Ensure that Personal Data are not disclosed or transferred to any third party without the prior written approval of Reach, except: (i) as specifically provided for in the Agreement, or (ii) where such disclosure or transfer is required by Laws and Regulations or Governmental Authority, in which case CC shall notify Reach promptly in writing (and in any event within five (5) days of receipt of a request for disclosure or transfer) prior to complying with any such request for disclosure or transfer, and shall comply with all reasonable directions of Reach with respect to such disclosure or transfer. Except as required to perform the Agreement, or as specifically provided for herein, CC may NOT transfer or provide access to any Personal Data of Reach, its customers and/or end users to any third party (including without limitation hosting service providers) without Reach' prior written approval to do so.
- E. Ensure that all Personal Data created by CC on behalf of Reach are accurate, and where necessary, kept updated, and use commercially reasonable efforts to ensure that any Personal Data that are inaccurate or incomplete are promptly rectified.
- F. Comply with the provisions of the Agreement, this Addendum and the reasonable instructions of Reach with regard to the Processing of Personal Data.

### **3. Administrative and Personnel Requirements**

- A. Without limitation to any confidentiality clauses in the Agreement, CC shall take steps which are reasonably designed to ensure that any Personal Data which comes into its possession or control is protected and in particular, CC warrants that it shall:
  - 1. Only use the Personal Data as required to perform its obligations under the Agreement, which shall specifically preclude use of such Personal Data for commercial purposes, and not copy or reproduce the same in whole or in part in any form to any type of media except as may be required by the Agreement;
  - 2. Not disclose the Personal Data to any third party or individuals not authorized by Reach to receive it, except with the prior written consent of Reach; and

3. Not alter, delete, copy, transfer, add to or otherwise interfere with the Personal Data (save where expressly required to do so by the terms of the Agreement).
- B. Without limitation of any of the obligations set out within the Agreement, or stated elsewhere in this Addendum, to the extent that CC stores or is required to process any Personal Data on behalf of Reach, CC shall comply with the following:
1. CC shall process the Personal Data only to the extent, and in such a manner, as is necessary for the purposes specified in the Agreement and in accordance with Reach' instructions and policies from time to time and shall not process the Personal Data for any other purpose.
  2. CC shall ensure that all its employees and subcontractors who handle and have access to Personal Data:
    - a. Are informed of the confidential nature of the Personal Data;
    - b. Have undertaken training, to the extent required by applicable Laws and Regulations, regarding the federal and state laws relating to handling Personal Data; and
    - c. Are aware both of CC's duties and their personal duties and obligations under federal and state laws relating to handling Personal Data and under this Addendum.
  3. CC shall maintain records of the training provided by CC as described in Section 3(B)(2)(b) above and will make such records available to Reach upon request if required by Reach in order to respond to a customer's request for proof of such training.
- C. Access to Personal Data by CC's team shall be limited to a minimal set of authorized users, with such users having the minimum "need to know" access permissions required to perform their role with such access being subject to regular review.
- D. CC will keep accurate and detailed records of all members of CC's team who have root access and privileged access to the Personal Data (including the level of access supplied), and an inventory of systems used by CC to store or process Personal Data, and provide the same to Reach on request.
- E. CC shall take reasonable steps to ensure the reliability of any of CC's employees who have access to Personal Data, including conducting a background check, as required by the Agreement, and verifying the identity, address and qualifications of any such employees.
4. **Administrative, Technical and Physical Safeguards.** CC must establish and maintain commercially reasonable administrative, technical, and physical safeguards designed to: (i) ensure the security and confidentiality of the Personal Data, and (ii) protect and safeguard against threats or hazards to the integrity of, and the unauthorized and/or accidental access, destruction, loss, alteration or use of the Personal Data. In particular, "commercially reasonable administrative, technical and physical safeguards" must meet or exceed applicable industry standards for protecting Personal Data as well as any specific requirements of Reach, the Laws and Regulations, or Government Authority with respect to protecting such Personal Data. Such data safeguards will include, as a minimum, the following:
- A. On or before January 1, 2017, for any systems of CC that store Personal Data or through which CC personnel can access Personal Data, CC will require use of standard password controls, which include a minimum expiration interval of **180 days**, a complex password (including at least three of the following characters: lowercase letter, uppercase letter, number or an extended character) of greater than **7 characters**, and a screen lockout time of **60 minutes**. Passwords will

not be reused within the same calendar year. Lockout will be set to 5 for invalid attempts, and will be set to **forever**, until the access is unlocked by a Server or Application Administrator.

- B. Computer systems of CC that store Personal Data shall have the following protection:
  - 1. Up-to-date anti-virus software and current security software;
  - 2. Firewall software installed on computing environments connected to the Internet;
  - 3. Prohibition of key-logging software to be installed or used without the prior express written approval from Reach;
  - 4. Current encryption software to prevent unauthorized access or disclosure when: (i) electronically transmitting Personal Data to Reach and to external or third party organizations, including Reach customers and/or end users, and (ii) when in CC's custody, which complies with applicable standards contained in Laws and Regulations or as otherwise instructed by Reach;
  - 5. Back-up of stored data at reasonably regular intervals, using commercially reasonable methods.
- C. Systems used by CC to Process Personal Data shall be maintained in secure, monitored and access-controlled premises located in the United States. Systems used by CC as development or testing environments shall not contain Personal Data unless such environments have access controls as rigorous as those used in production.
- D. CC shall ensure that any hosted services it uses in providing the services, if hosting is provided for in the Agreement or approved by Reach, are secured by regular testing, monitoring and patching for security vulnerabilities.
- E. CC shall have a data destruction and/or deletion policy and procedure to ensure that all hard drive (media) containing Personal Data is properly wiped or destroyed so as not to allow for any type of data recovery at the end of the term of the Agreement unless otherwise approved in writing by Reach.
- F. If Personal Data is physically transported (e.g., in connection with offsite storage of data backups), such Personal Data will only be transported on devices in a manner that provides for encryption of the data.
- G. Any hard copy materials containing Personal Data or related application support shall be secured in locked containers when not in use, and destroyed by secure shredding at the end of the term of the Agreement or as requested by Reach.
- H. CC shall have a business continuity plan that ensures continuity of operations in the event of a disaster or other business interruption.
- I. Upon termination of the Agreement, CC will, if so requested by Reach, provide Reach with a copy of the current database containing Personal Data and destroy other copies. In addition, upon termination of any given Reach customer's contract with Reach, any CC application that stores Personal Data will support the export of Personal Data in a usable format so that the data may be provided to the Reach customer.

- J. Immediate notification of Reach of any change that is made with respect to the administrative, technical or physical measures taken to protect Personal Data that could have a material adverse effect on the controls and/or standards of protection previously specified or approved.

**5. Security Breach Notification Terms**

- A. CC will maintain a formalized incident response plan and will notify Reach immediately, using the security breach reporting process described below, of all suspected or known Security Incidents.
- B. In the event that CC becomes aware of any suspected or known Security Incident, CC shall immediately provide notice to Reach as follows:

Lead School Administrator  
Reach Cyber Charter School  
ADDRESS  
Email address:

With a courtesy copy to:  
Patricia A. Hennessy, Esquire  
Conrad O'Brien,  
1500 Market Street, Suite 3900  
Philadelphia, PA 19102  
[phennessy@conradobrien.com](mailto:phennessy@conradobrien.com)

CC shall also send notice via email to [security@connectionseducation.com](mailto:security@connectionseducation.com), and a copy of the notice shall be sent to [legal@connectionseducation.com](mailto:legal@connectionseducation.com).

- C. As soon as possible after the notification to Reach described above, CC shall provide a written report summarizing such actual or suspected breach with sufficient detail to enable Reach to comply with any and all Laws and Regulations. Such notice shall include the following information as a minimum: date, time, and description (including root cause) of breach, how the breach was detected, systems and data affected, whether the breach included Personal Data (and if so, which categories), corrective action taken to date and any additional planned or required corrective actions. CC shall promptly provide to Reach additional documentation concerning the incident, results of any audit, assessment or analysis related to the incident, and any plans for remediation as they become available. CC agrees that any decision to notify Data Subject(s) of an actual or suspected breach shall be in Reach' sole discretion and any notice shall be approved in advance by Reach.
- D. CC shall, at no additional charge, provide full and timely cooperation, assistance and information to Reach in the investigation of any such actual or potential breach of security, as well as in the provision of any required notifications. As requested by Reach, in the event of a security breach occurring in connection with CC's Processing of Personal Data under the Agreement, which security breach is due to CC's failure to comply with its obligations under this Addendum, CC shall prepare and provide, as requested by Reach, security breach notifications in a form approved by Reach, with an offer of at least one (1) year's credit monitoring coverage by a vendor approved by Reach, and paid for by CC, to each Data Subject that may be affected by such security breach.

**6. Records, Inspection and Audit Rights**

- A. CC shall retain all security and server logs for systems on which Personal Data of Reach customers and/or end users is stored for a period of at least 30 days. The logs will record all

logical access attempts both valid and invalid. Logs will include at least the name (ID), date and time of the login. If possible, the log will also have an entry for log-out.

- B. CC shall maintain accurate and detailed records of its compliance with this Section 6. No more than once per year, Reach shall be entitled, upon giving at least two business days' notice to CC during normal business hours at a mutually acceptable time, to appoint a third party representative to inspect all records, documents and electronic data relating to the Processing of Personal Data by CC. CC shall provide such access for a period of two years after the termination or expiration of the Agreement. The requirements under this Section to limit audits to one per year and to give notice will not apply if Reach reasonably believes that CC is in breach of any of its obligations under the Agreement or this Addendum.
- C. CC will complete an annual written Compliance Certification upon the request of Reach that confirms its adherence to the requirements of this Addendum.
- D. In addition to the audits described in Section 6(B) above, CC will participate as reasonably requested, in any data security audits that are initiated by a Reach customer under applicable law or under such customer's contract with Reach.

#### **7. Complaints and Data Subject Requests**

- A. If CC receives any complaint, notice or communication that relates directly or indirectly to the Processing of the Personal Data or to either Party's compliance with any applicable Laws and Regulations relating to the Agreement or this Addendum, it shall immediately notify Reach and provide Reach with full cooperation and assistance in relation to any such complaint, notice or communication.
- B. CC shall notify Reach within 24 hours if it receives a request from any individual for access to or modification or correction of a Data Subject's Personal Data. CC shall provide Reach with full cooperation and assistance in relation to any such request. CC shall not disclose the Personal Data to any such individual or to a third party other than at the request of Reach, as provided for in the Agreement, or as required by Laws and Regulations or applicable court order, subpoena, or other legal process.

#### **8. Indemnification and Insurance**

- A. CC shall indemnify, defend, and hold Reach harmless from and against any and all claims, suits, fines, damages, costs, attorneys' fees and expenses paid or payable to an unaffiliated third party and arising out of, or relating to any breach of its obligations under this Addendum (including any breach of the security of Personal Data that occurs in connection with CC's Processing of Personal Data under the Agreement, which breach is caused by CC's failure to comply with this Addendum); provided that (i) CC shall have sole discretion over the control of the defense and settlement of such claim or suit (but with Reach having the right, at Reach' option and sole expense, to participate in the defense with counsel of its own choosing); (ii) Reach provides CC with written notice of such claim or suit no later than five days after becoming aware of such claim or suit and shall give CC all reasonably accessible information known to Reach relating to such claim or suit; and (iii) Reach will cooperate with any reasonable request of CC in the settlement and defense of any such claim or suit. Subject to the foregoing, such indemnification obligation includes the payment of all: (w) amounts that a court or arbitrator finally awards or that are agreed to in settlement of any such claims; (x) reasonable expenses or charges incurred by Reach in cooperating in the defense of any such claims, excluding any fees of counsel Reach may elect to retain pursuant to Section 8(a)(i); (y) civil penalties assessed against Reach; and (z) out of pocket costs reasonably incurred by Reach to

provide notification, credit reports and call centers to or for the benefit of individuals whose Personal Data has been compromised.


- B. In addition to any insurance required by the Agreement, CC shall obtain and maintain, at its own expense, privacy and data security insurance with limits not less than one million dollars (\$1,000,000) each claim and in the annual aggregate. Such policies shall provide a waiver of subrogation in favor of Reach. CC shall furnish Certificates of Insurance evidencing the coverage described in this Section. In the event any such insurance renews or is terminated during the course of performance, CC shall promptly provide Reach with evidence that such coverage will be renewed or replaced upon termination with insurance that complies with these provisions. CC shall give thirty (30) days' prior written notice to Reach of cancellation, non-renewal, or material change in coverage, scope, or amount of any policy.

IN WITNESS WHEREOF, the Parties hereto have agreed to and executed this Addendum, or caused it to be executed in their names and on their behalf by their respective representatives thereunto duly authorized, as of the Effective Date set forth above.

REACH CYBER CHARTER SCHOOL

CHARTER CHOICES, INC.

Signature: \_\_\_\_\_

Signature: 

Print Name: \_\_\_\_\_

Print Name: Michael Whisman

Date: \_\_\_\_\_

Date: 9-2-16

provide notification, credit reports and call centers to or for the benefit of individuals whose Personal Data has been compromised.

- B. In addition to any insurance required by the Agreement, CC shall obtain and maintain, at its own expense, privacy and data security insurance with limits not less than one million dollars (\$1,000,000) each claim and in the annual aggregate. Such policies shall provide a waiver of subrogation in favor of Reach. CC shall furnish Certificates of Insurance evidencing the coverage described in this Section. In the event any such insurance renews or is terminated during the course of performance, CC shall promptly provide Reach with evidence that such coverage will be renewed or replaced upon termination with insurance that complies with these provisions. CC shall give thirty (30) days' prior written notice to Reach of cancellation, non-renewal, or material change in coverage, scope, or amount of any policy.

IN WITNESS WHEREOF, the Parties hereto have agreed to and executed this Addendum, or caused it to be executed in their names and on their behalf by their respective representatives thereunto duly authorized, as of the Effective Date set forth above.

REACH CYBER CHARTER SCHOOL

CHARTER CHOICES, INC.

Signature: 

Signature: 

Print Name: DAVID N. TAYLOR

Print Name: Michael Whisman

Date: 9-8-16

Date: 9-2-16

## REACH Connections Academy 2016 - 2017 Budget

### Reach Cyber Charter School of Pennsylvania LLC

#### Fee Schedule

Fee	Factor	Description
<b>Upfront Fees</b>		
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
<b>Monthly Fees</b>		
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 <sup>1</sup>	\$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 <sup>1</sup>	\$16	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year *
Special Ed Administration Services	\$375	Charged per each student on an IEP 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 *
Employee Benefits	20.00%	per actual gross wages and bonus accrual for administration and teachers
<p><sup>1</sup> The Monthly Fees for "Enrollment/Placement/Students Support Services" and "School Business Support Services" are waived in their entirety for the first year of operation                      * 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)</p>		
<b>Fixed Fee Services</b>		
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.**





Invoice	139531
Date	9/13/2016
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School  
 Brian Leinhauser Esq, Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	BENEFITS	July Services	\$2,059.74	\$2,059.74
1.00	ENROLLMENT BASED	July Services	\$116,679.41	\$116,679.41

Please note invoice number 139531 on remittance. Thank you.

<b>Total</b>	\$118,739.15
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Make checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Invoice	139532
Date	9/13/2016
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School-REIMB  
 Brian Leinhauser Esq., Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124R	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	COMPENSATION	July Services	\$11,586.67	\$11,586.67
1.00	PASS THROUGH	July Services	\$20,771.07	\$20,771.07

Please note invoice number 139532 on remittance. Thank you.

<b>Total</b>	\$32,357.74
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Make checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Charges for the Following Period:

July 2016

**Compensation Expenses**

Salaries - Administration	\$	10,298.68
Benefits - Administration		2,059.74
Taxes - Administration		1,287.99
		<u>13,646.41</u>

**Enrollment/Unit Based Charges**

Student Technology Assistance Services		33,954.39
Curriculum and Instructional Support Services		36,076.54
Enrollment/Placement/Student Support Services		44,565.14
Facilities Support Services		2,083.34
		<u>116,679.41</u>

**Pass Through Expenses**

20,771.07

***Total Amount Due***

\$ 151,096.89



Invoice	139533
Date	9/13/2016
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School  
 Brian Leinhauser Esq, Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	BENEFITS	August Services	\$7,113.96	\$7,113.96
1.00	ENROLLMENT BASED	August Services	\$116,679.37	\$116,679.37

*Please note invoice number 139533 on remittance. Thank you.*

<b>Total</b>	\$123,793.33
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**Make checks payable to Connections Education and send to:**  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Invoice	139534
Date	9/13/2016
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School-REIMB  
 Brian Leinhauser Esq., Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124R	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	COMPENSATION	August Services	\$39,494.14	\$39,494.14
1.00	PASS THROUGH	August Services	\$2,200.13	\$2,200.13

*Please note invoice number 139534 on remittance. Thank you.*

<b>Total</b>	\$41,694.27
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**Make checks payable to Connections Education and send to:**  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Charges for the Following Period:

August 2016

**Compensation Expenses**

Salaries - Administration	\$	15,861.47
Benefits - Administration		3,172.29
Taxes - Administration		1,554.78
Salaries - Instructional		19,708.33
Benefits - Instructional		3,941.67
Taxes - Instructional		2,369.56
		<b>46,608.10</b>

**Enrollment/Unit Based Charges**

Student Technology Assistance Services		33,954.38
Curriculum and Instructional Support Services		36,076.53
Enrollment/Placement/Student Support Services		44,565.13
Facilities Support Services		2,083.33
		<b>116,679.37</b>

**Pass Through Expenses**

2,200.13

***Total Amount Due***

**\$ 165,487.60**



## 2016–2017 Teacher Training and Professional Learning

## Mission

Connections Academy helps each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Connections Academy’s high-tech, high-touch virtual “school without walls” combines the best in virtual education with very real connections among students, families, teachers, and the community.

## Training / Professional Learning Objectives

The Connections Academy teacher training and professional learning programs equip teachers with the following:

- Working knowledge of the Connections Education curriculum and how to facilitate student learning in a virtual environment
- Strategies and effective practices for virtual instruction
- Ability to effectively use the tools in Connexus®, our education management system (EMS), to communicate, monitor progress, and use data to support student learning
- Multiple forms of assessment and skills to interpret performance data to guide instruction, determine appropriate differentiation strategies, and develop personalized learning plans
- Guidance on how to use instructional resources and identify the appropriate intervention tools based on student needs
- Strategies for implementing the “instructional shifts” for college and career readiness, increased rigor in state standards, and next generation assessments
- Identification of at-risk students and instructional strategies to engage and motivate them
- Knowledge of required school year cycle teacher tasks, school processes, and policies
- Techniques to foster socialization and connectedness in a virtual school community

## Training/Professional Learning Elements

The following training and professional learning programs are provided to Connections Academy teachers:

### Teacher Orientation Courses

**Teacher Orientation Course: *Foundations of Instruction*** - All new teachers complete a self-guided, Connections Education-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers “the basics” teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

**Returning Staff Updates** - This course is designed for teachers who are returning to Connections Academy and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for



the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

## Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is:

- Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- Connected to practice – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

The **Professional Learning (PL) 100 series** supports new, school-based staff at our established schools as they become effective facilitators of online and blended instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

### New Teachers in New Schools

Professional learning at new schools is integrated into the operational and school year cycle based training that teachers at new schools complete throughout the year with the support of the Academic Training and Support Services team. Teachers at new schools will start the PL 100 series during the school’s second year. This integrated model helps teachers at new schools focus their time on applying what they learn from the Foundations of Instruction course, following the school year cycle, familiarizing themselves with the instructional tools and data available in Connexus and developing the skills and strategies needed to become an effective online learning teacher.

The **Professional Learning (PL) 200 series** is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The **Professional Learning (PL) 300 series** supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

In addition to these required professional learning sessions, Connections also offers a number of “optional” professional learning sessions and series. These sessions are available to all Connections teachers who seek to expand their professional knowledge. Sessions are designed for specific content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content.

Professional learning sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback.

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## Professional Learning 100 Series (2016–2017)

Participants in the Professional Learning 100 series include:

- New content-area teachers and instructional support staff at established schools that directly support student learning through Connections Education courses at existing Connections Education schools.
- Advisory teachers
- Adjunct teachers, substitute teachers, and Counselors do **NOT** participate in this series.

**Note:** Content-area teachers and instructional support staff hired after January 1 are NOT required to participate in this series. They start the series the following school year.

### Session 101: Professional Learning Overview (recorded session)

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning***

How does being a reflective practitioner enhance your role as an online facilitator? This recording will provide an overview of the Professional Learning 100 series and its focus on instructional shifts, data-driven decisions, and the Core Standards for Facilitating Student Learning. Best practices for fostering relationships with students, encouraging the synthesis and retention of information, and developing students’ conceptual understanding will be presented.

## **Session 102: Connecting Students and Teachers to Create Community**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning*

How do relationships develop between student and teacher in a blended or online environment? The student and teacher relationship is a critical component of successful learning. The role of an online facilitator includes an additional responsibility to cultivate a sense of community among students. In this session, teachers will learn how to use synchronous and asynchronous tools and develop strategies to get to know students on a personal level. When paired with data, this knowledge will provide a complete picture of each student.

## **Session 103: The Power of Vocabulary in Building Student Ownership**

**Core Standard for Facilitating Student Learning:** *Ensure High Levels of Student Engagement*

How can your vocabulary instruction motivate students, including those with identified risk factors? All students must be exposed to vocabulary in a variety of contexts to develop deep understanding and mastery of concepts. In this session, teachers will explore the benefit of understanding vocabulary across content areas and its impact on students who are at risk for poor academic performance.

## **Session 104: Effective Questioning to Maximize Achievement**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning and Provide Timely, Goal-Referenced, and Actionable Feedback*

How do students answer questions beyond restating information from a source? The ability to synthesize information from one or more sources to draw a unique conclusion is vital to 21st century skills and student success. Participants will explore strategies to guide students on how to gather evidence, internalize knowledge, and develop unique insights to demonstrate understanding.

## **Session 105: Practice + Reteaching: An Integral Part of Learning**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning*

What role does deliberate practice and reteaching play in student learning? Conceptual understanding is a critical component of practice. In this session, participants will discover strategies to make practice opportunities purposeful and meaningful for students.

## **Session 106: Feedback and Student Engagement**

**Core Standard for Facilitating Student Learning:** *Provide Timely, Goal-Referenced, and Actionable Feedback and Ensure High Levels of Student Engagement*

How does feedback impact student learning? Feedback inspires students to become better learners, allows them to take ownership of their academic performance, and encourages them to be more involved in the learning process. This session will demonstrate how educators can provide precise, targeted, and actionable feedback to motivate their students.

## **Session 107: Learning Outcomes with Meaning**

**Core Standard for Facilitating Student Learning:** *Personalize and Monitor Student Learning*

What strategies encourage students to retain information? Internalization requires students to make connections between what they're learning and how it applies to the real-world. Participants will discover how to incorporate real-world connections into the online and blended environment and reflect on the impact of previous professional learning sessions.



## Professional Learning 200 Series (2016–2017)

Participants in the Professional Learning 200 series include:

- Content-area teachers and instructional support staff that have completed the PL 100 Series and directly support student learning through Connections Education courses.
- Advisory teachers
- Adjunct teachers, substitute teachers, and Counselors do NOT participate in this series.

### **Session 201: An Overview of Professional Learning and Reflective Practice (recorded session)**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How does being a reflective practitioner encourage powerful connections between teachers and students? This recording will provide an overview of the Professional Learning 200 series and how each session focuses on the Learning Sciences. Best practices for encouraging growth mindset, engaging students with higher-level questions, providing effective and deliberate practice opportunities, and designing motivational feedback will be presented.

### **Session 202: Helping Students Connect to Learning in Meaningful Ways**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

Do your students feel connected to their teachers, their peers, and their learning? Students are most successful in a welcoming environment that fosters personalized learning and communication to create a sense of community. This session examines the nine events of learning that form the basis for effective instruction in online and blended environments.

### **Session 203: Ownership: A Critical Element in Engagement**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How do students develop persistence to continue with a task when the work gets challenging? Engaged students are invested in their learning and, as a result, possess perseverance, grit, and a growth mindset. In this session, teachers will discuss mindset, productive struggle, and strategies for helping students become more resilient learners.

### **Session 204: Measuring Student Learning through Questioning**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

Do the types of questions teachers ask impact student learning? Higher-order thinking encourages students to develop deep understanding of content. In this session, teachers will explore a variety of questioning strategies to support student curiosity and assess genuine learning.

### **Session 205: Deliberate Practice and Self-Monitoring**

**Core Standard for Facilitating Student Learning: *Provide Timely, Goal-Referenced, and Actionable Feedback***

What type of support do students need as they practice skills and learn concepts? Practice must provide students with multiple opportunities to demonstrate learning without negative consequences. In this session,



teachers will explore ways to personalize student learning through self-monitoring, re-teaching, and practice techniques.

### **Session 206: The Impact of Actionable Feedback on Learning**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

Are your students motivated by feedback they receive? Students believe they can learn and achieve at high levels when feedback effectively supports and guides them in their learning process. In this session, teachers will discuss how they provide relevant, timely, and actionable feedback to students in online and blended learning environments.

### **Session 207: Maximizing Student Outcomes through Professional Reflection**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning***

What characteristics of 21st century teachers are critical for student success? At Connections Education®, the Learning Sciences (Practice, Engagement, Feedback, Intervention) are the umbrella over the Professional Learning Series and influence the most effective teaching strategies in our unique environment. In this session, teachers will reflect on the 200 Professional Learning series and discuss the topics that had the biggest impact on their instructional practices.

## **Professional Learning 300 Series (2016–2017)**

Participants in the Professional Learning 300 series include:

- Content-area teachers and instructional support staff who have completed the Professional Learning 100, 200, and 300 series.
- Advisory teachers, adjunct teachers, substitute teachers, and school counselors do NOT participate in this series.

### **September: Being a Reflective Practitioner (recorded session)**

**Core Standard for Facilitating Student Learning: *Develop and Collaborate Professionally and Ensure High Levels of Student Engagement***

How does being a reflective practitioner impact instructional decisions and student learning? This recording will provide an overview of the Professional Learning 300 series including the required and optional sessions that teachers can attend. Best practices for designing a learning environment that focuses on the value of learning, self-efficacy, emotion, grit, and persistence will be presented and discussed in content-area groupings.

### **October: Developing Meaningful and Supportive Teacher/Student Connections (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning, and Provide Timely, Goal-Referenced, and Actionable Feedback***

How does the development of students' soft skills such as intrinsic motivation, organization, collaboration, and integrity impact student/teacher relationships? Students who have strong connections within their learning environment and a foundation for valuing education and communication have the ability to self-advocate which enhances their growth mindset. In this session, participants will discuss cultivating student relationships, boosting student engagement, and developing 21st century college and career-readiness skills.



## **November: Providing Differentiated Support as Students Take Ownership of Learning (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

What instructional supports bolster student achievement and encourage academic integrity in a blended or online environment? Differentiation that supports students' personal growth and recognizes the uniqueness of each child promotes academic success. This session will focus on common behavioral and instructional challenges and strategies for supporting all students.

## **January: Creating Productive Discourse to Enhance Mastery (required session)**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

What is the role of discourse in blended or online learning? Students who actively participate in deliberate and meaningful conversations that require them to think aloud and listen to ideas from others build their capacity for understanding. In this session, participants will discuss effective questioning strategies that promote student engagement in the learning process.

## **February: Reteaching through Data-Driven Practice (required session)**

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

How can educators use targeted reteaching to impact student success? Educators use data to gain an understanding of the areas in which students struggle and drive targeted instruction. In this session, participants will discuss the reasons behind reteaching and the most effective resources to impact academic achievement.

## **March: Empowering Student Reflection through Feedback (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning, and Provide Timely, Goal-Referenced, and Actionable Feedback***

How do you provide feedback in a blended or online environment that will enable students to deeply reflect and take ownership of their learning? Students who routinely practice self-reflection are better equipped to apply feedback and transfer it to other situations. In this session, participants will discuss best practices for incorporating reflection into the feedback process to foster student achievement.

## **April: Improving Learning Outcomes through Brain Research (300+)\***

**Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement***

What impact does the rate of brain development have on student learning outcomes? A basic understanding of neuroscience and metacognitive strategies can inform personalized instruction to meet the varying needs of your students. In this session, participants will explore brain-based teaching methods to empower students in the blended or online environment.

*\*300+ sessions: Participants choose two additional sessions to continue their learning.*



## Optional Professional Learning Sessions and Series (2016–2017)

### STEM Support: Multi-Part Series

#### Developing Number Sense

**Target Audience:** K–5 mathematics teachers

Did you know that a strong number sense is essential for student success in math? Being numerate allows students to be flexible with their thinking and to feel confident in their abilities. Explore the essential components needed to lead number talks and to promote math discourse. We will also explore some applications to develop fundamental understanding of numeracy in our students.

#### Unlocking Math

**Target Audiences:** 6–12 mathematics teachers

Are you looking for ways to increase discourse and practice in your LiveLesson® sessions? In this series, teachers will investigate ways to increase student understanding and numeracy. Participants will engage in pedagogical dialogue with their peers, and will leave each session with strategies to help drive instruction.

### STEM Support: Standalone Sessions

#### Math Resources K–5

**Target Audience:** K–5 mathematics teachers

Are you looking for resources to use in your LiveLesson sessions? This session will focus on exploring the math instructional resources teachers may use in LiveLesson sessions with their students as well as a number of resources that can be customized and/or sent to students as extra practice or follow-up work.

#### Math Resources 6–12

**Target Audience:** 6–12 mathematics teachers

Do you have a hard time locating resources to use in your LiveLesson sessions with your secondary students? This session will focus on exploring the math instructional resources available to teachers. We will review resources teachers may use in LiveLesson sessions as well as a number of resources that can be customized and/or sent to students as extra practice or follow up work.

#### Bringing Science to Life!

**Target Audience:** K–12 science teachers

Did you know that students learning in virtual education settings already have a lot in common with modern day scientists? In this session, teachers will discuss how to best utilize online collaboration techniques as well as learn about resources that share real scientific data with the public. When used together, students are able to extend their understanding of scientific concepts by collaborating, analyzing, drawing conclusions and problem solving about information presented in data sets. Teachers will learn how this approach also facilitates the inclusion of all aspects of STEM into one lesson. Designing inquiry-based, hands on science activities for the online classroom will also be discussed. These processes are very similar to how scientists collaborate on experiments from their labs all over the world. Come share in the discussion about how your students can be transformed into scientists!

## **ELAR Support: Multi-Part Series**

### **Building Blocks to Teaching Reading: The Five Components of Literacy Instruction for K–5 Teachers**

**Target Audience:** K–5 reading teachers

How can teachers help students become strong readers? This two-part series is designed for teachers in grades K–2 and 3–5 to improve literacy instruction. In part one; teachers discover how the five components of literacy (phonics, phonemic awareness, fluency, vocabulary, and comprehension) influence students' ability to read. In part two, teachers learn how to enhance their instruction by exploring strategies, activities, and resources that support the components of literacy.

### **Developing Empowered Writers**

**Target Audience:** K–12 employees across all curriculum areas

Did you know that the importance of high-quality writing has been elevated in the education community not just in Language Arts classes, but across all content areas? Join teachers across all curriculum areas during this five-part series, as we collaborate on ways to help our students meet these rigorous demands. Teachers will be asked to reflect on how they currently support their student's development in writing. Resources and strategies to help strengthen their students' writing skills across all content areas will be shared.

## **Exceptional Student Support: Multi-Part Series**

### **Introduction to Gifted Education**

**Target Audience:** Beginning K–12 gifted education teachers across all curriculum areas

What is the role of gifted education and how can we best support gifted students in a virtual environment? This monthly series covers the fundamentals of gifted education and how to address the needs of gifted students in the virtual environment. Beginning with a conceptual understanding of the gifted child, teachers will work through sessions on the academic, emotional, and extracurricular needs of the gifted student. This series is highly recommended for all staff members who have had limited experience with GT programming, have not attained formal gifted certification, or are in need of a review on the fundamentals of gifted education.

### **Making Appropriate and Legal Curriculum Modifications for Students with IEPs**

**Target Audience:** K–12 teachers across all curriculum areas

Ever wonder how to make an appropriate, individualized curriculum modification for a student with an IEP? If you struggle with maintaining course integrity while still providing students with the modifications to succeed, then attend this series. In part one, we will explore the principals of curriculum modification as well as the legal principles behind it. In part two we will focus on modification practices and resources for modifying the four core academic areas. By the end of the series, participants will know how to modify a lesson.

### **Topics in Gifted Education**

**Target Audience:** K–12 gifted education teachers across all curriculum areas

Can gifted education fit the needs of every gifted student? This monthly series builds upon the Introduction to Gifted Education series through the in-depth study of key topics in gifted education. This series will examine several areas gifted education and instruction strategies. Each month, a different topic will be addressed through. Teachers may choose to attend both the Introduction to Gifted Education and Topics in Gifted Education courses concurrently. At the conclusion of the series, participants will have a thorough understanding of gifted education theory, additional strategies for



differentiating instruction for the gifted student, and an enhanced understanding of Connections Education gifted education programming.

## **Instructional Strategy Student Support: Multi-Part Series**

### **Filling Your Adobe® Connect™ Toolbox**

**Target Audience: K–12 employees across all curriculum areas**

Are you looking to expand your LiveLesson skills beyond the basic tools in Adobe Connect? This series will explore the tools and features of Adobe Connect for intermediate-level users. Each session will focus on a different aspect: roles and pods, layouts and application sharing, and breakout rooms. Best practices for creating interactive and engaging activities will help participants differentiate instruction and create thoughtful practice.

## **Instructional Strategy Student Support: Standalone Sessions**

### **Advancing Your Practice: Putting All the Pieces Together**

**Target Audience: K–12 teachers across all curriculum areas**

What are some of the secrets to being a successful virtual educator? Building successful classroom communities, establishing effective student/teacher relationships, and managing daily tasks are necessary to be successful in an online or blended environment. Synchronous instruction, as well as alternate forms of its use, beyond the LiveLesson room, will be discussed. By the end of the session, participants will have strategies for enhancing the practice of a Connections Education teacher.

### **Engaging Students through Project-Based Learning**

**Target Audience: K–12 teachers across all curriculum areas**

What possibilities can project based learning bring to engage your students in the learning process? Develop an understanding of project-based learning as well as the benefits of incorporating real-world problems and challenges into instruction. In addition, suggestions will be made as to how project-based learning can be implemented in the virtual/blended environment.

### **LiveLesson Foundations**

**Target Audience: Beginning K–12 employees across all curriculum areas**

Now that you have taken the LiveLesson course, how do you implement that information to create effective LiveLesson sessions? This session will explore LiveLesson session best practices and strategies to develop powerful, targeted LiveLesson sessions with ease.

### **Partnering with Learning Coaches**

**Target Audience: K–12 employees across all curriculum areas**

Do you want more information on how to build effective relationships with your Learning Coaches? Teachers will have the opportunity to learn about the Learning Coach Program Development team and resources - including the redesigned Learning Coach Central - and how they can work with Learning Coaches to promote learning outcomes for their students. By the end of this session, participants will be equipped with ideas to support Learning Coaches, a better understanding of Learning Coach attitudes, abilities, and strategies for building better Learning Coach partnerships.

## Performance Data Support: Standalone Sessions

### Exploring Teacher Assessment Resources in Scantron® Performance Series®

**Target Audience:** Grades 2–8 science, math, and ELAR teachers

Are you looking for standards-based assessment questions to use in a LiveLesson session or CBA? The Scantron Performance Series has resources for science, math, and ELAR to efficiently pinpoint student proficiency and instructional needs. This session will introduce these resources and allow time for exploration and sharing ideas with colleagues.

### Scantron® Performance Series® — Just the Basics

**Target Audience:** New teachers of grades 9–12 math and ELA whose students who take Scantron

What is the Scantron Performance Series and where do you start? This session will serve as an introduction for new teachers to the Scantron Performance Series by providing an overview of how to access Scantron, how Scantron works as an adaptive test, common Scantron student issues and solutions, and what steps teachers take after students complete the assessment.

### Using Scantron® Performance Series® Data to Make Instructional Decisions

**Target Audience:** Grades 9–12 math and ELA teachers whose students who take Scantron

Now that your students' Scantron® Performance Series® data is available, how do you use it to make instructional decisions? This session will explore how teachers can use Scantron data to support student learning and achievement.

### Using DIBELS® Next Data to Make Instructional Decisions

**Target Audience:** K–1 ELA teachers

Now that your students' DIBELS Next data is available, how do you use it to make instructional decisions? This session will explore how teachers can use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data to support student learning and achievement.

### Using LEAP® Pretest Data to Make Instructional Decisions

**Target Audience:** K–8 ELA and math teachers

Are you looking for ways to use your students' LEAP pretest results to make instructional decisions? The Longitudinal Evaluation of Academic Progress (LEAP®) is an invaluable formative assessment tool available to all K-8 Math and Language Arts students. The LEAP pretest assessment provides teachers with a window into their students' academic strengths and weaknesses by predicting skill proficiency levels. This session will explore how teachers can use the Longitudinal Evaluation of Academic Process (LEAP®) pretest data to support student learning and achievement.

### Using LEAP® Midtest Data to Make Instructional Decisions

**Target Audience:** K–8 ELA and math teachers

Are you looking for ways to use your students' LEAP pretest results to make instructional decisions? The Longitudinal Evaluation of Academic Progress (LEAP®) is an invaluable formative assessment tool available to all K-8 Math and Language Arts students. The LEAP midtest assessment provides teachers with a window into their students' academic strengths and weaknesses by predicting skill proficiency levels. This session will explore how teachers can use the Longitudinal Evaluation of Academic Process (LEAP®) pretest data to support student learning and achievement.

### Using Study Island® as an Assigned Differentiation Resource

**Target Audience:** Teachers of grades 3–8

Are you looking for ways to differentiate and customize student learning to meet the needs of your students? This session will demonstrate how Study Island can be used to create individual and small

group assignments to target your students' greatest area of instructional need, adjust settings to accommodate individual student needs, and create custom tests and assignments.

## **RTI and Progress Monitoring Support: Standalone Sessions**

### **Introduction to RTI**

**Target Audience: K–12 employees across all curriculum areas**

Are you new to Response to Intervention (RTI) or looking for guidance? This session will explore the essential components of an effective RTI model in a session and provide teachers with an understanding of how the RTI and Student Support Team work together to support the Multitiered Instruction Model. By the end of this session, participants will be familiar with the Guide to Implementing Multitiered Instruction at Connections Education and other resources that support the implementation of RTI.

### **Using the Reports in Reading SISPs to Progress Monitor**

**Target Audience: K–12 ELA teachers**

Do you have students enrolled in Supplemental Instructional Support Programs (SISP)s? Are you looking for the most effective way to pull data from an SISP to effectively progress monitor your student? The SISP Progress Monitoring sessions will focus on the recommended reports available in the SISPs, that will provide you with the data needed to effectively monitor your student's progress in the target skill area as identified by the content-area teacher and Student Support Team (SST) during the initial SST meeting.

- Headsprout Early Reading®: Target Audience: K–2 ELAR teachers
- Reading Eggspress: Target Audience: Grades 2–6 ELAR teachers
- SuccessMaker®: Target Audience: K–8 ELAR teachers
- Raz-Kids™: Target Audience: K–5 ELAR teachers
- Reading Eggs: Target Audience: K–2 ELAR teachers

### **Using the Reports in Math SISPs to Progress Monitor**

**Target Audience: K–12 math teachers**

Do you have students enrolled in Supplemental Instructional Support Programs (SISP)s? Are you looking for the most effective way to pull data from an SISP to effectively progress monitor your student? The SISP Progress Monitoring sessions will focus on the recommended reports available in the SISPs, that will provide you with the data needed to effectively monitor your student's progress in the target skill area as identified by the content-area teacher and Student Support Team (SST) during the initial SST meeting.

## **SISP Program Support: Standalone Sessions**

### **Focus on Phonics and Phonemic Awareness: Meeting Student Needs with SISPs**

**Target Audience: K–5 teachers and staff**

Are you looking for an SISP that best meets your student's needs in phonics and phonemic awareness? This session explores the SISP program offerings that address and support students with phonics and phonemic awareness skill deficiencies. This session will also present the recommended SISPs that target these areas.

### **Focus on Comprehension and Fluency: Meeting Student Needs with SISPs**

**Target Audience: grades 3–8 teachers and staff**

Are you looking for an SISP that best meets your student's needs in Comprehension and Fluency? This session explores the SISP program offerings that address and support students with comprehension and fluency skill deficiencies. This session will also present the recommended SISPs that target these areas.

## Matching Your Elementary Student with the Best Math SISP

**Target Audience: K–5 math teachers and staff**

Are you looking for a SISP that best meets your students' needs in mathematics? This session explores the SISP offerings that support students with developing computational fluency and number sense. Participants will receive an overview of each of the programs, as well as, learn about the key differences between programs in order to determine which program is a best fit for students.

## Matching Your Secondary Student with the Best Math SISP

**Target Audience: 6–12 math teachers and staff**

Are you looking for an SISP that best meets your student's needs in mathematics? This session explores the SISP offerings that support students with developing number sense and algebra readiness. Participants will receive an overview of each of the programs, as well as, learn about the key differences between programs in order to determine which program is a best fit for students.

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## University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to \$5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

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## Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

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## Professional Learning Community Resources (PLCr)

The Professional Learning Community Resources are compiled on an internal website to assist school-based staff with instructional tools, support, and networking resources. The PLCr focuses on four major areas:

- **Professional Learning:** Professional Learning Overview and Schedule, Optional Professional Learning Schedule, Professional Learning Participation guidance, Continuing Professional Development opportunities offered through universities, and national Educational Resources, Conferences, and Research
- **Networking:** Teacher Course Liaison details, Curriculum Alignment Quick Clip, Course Links, Suggested Reading Lists, Textbook Information for Families, Student Experience information, and access to Shared Content of teacher-created resources

- **Multitiered Instructional Support:** Instructional Support and Assessment Resources Connections Education Proprietary Tools, Third Party Vendor Tools, and Supplemental Instructional Support Programs (SISPs)
- **School Year Cycle Reminders:** School Support Help Desk information, School Year Cycle Timeline, Teacher Tasks, and School-based Representatives who support specific functions

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## Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

1. **In-Person Training:** Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.
2. **"Train-the-Trainer":** Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.
3. **Synchronous Web-Based Training:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time ..

Connections uses Adobe Connect (LiveLesson sessions) to hold online meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information.

## Mission

The mission of the Learning Coach Instructional Support team is to educate, support, and encourage Learning Coaches. We help Learning Coaches to develop connections to their schools and to each other, and provide them with the tools, skills, strategies, and confidence to nurture and cultivate their student's academic performance and success.

## Training and Resources

Learning Coaches' needs are unique to their role, and we equip them with the following training and resources to provide them with the support and information needed to be effective Learning Coaches.

### Learning Coach Orientation Course

All new Learning Coaches complete a self-guided, Connections Education-developed Learning Coach orientation course. The 2016-2017 orientation course covers information about the role of the Learning Coach, preparing for the first day of school, recording attendance, running the scheduler and using the planner, and available resources.

To supplement the orientation and provide information on other necessary topics for new Learning Coaches, Learning Coach Essentials were developed. Learning Coach Essentials are a series of checklists providing additional resources to Learning Coaches on topics in more of a just-in-time manner. The checklists provide additional information when it's needed and in a means that supports adult learning and multiple learning styles.

Returning Learning Coaches are provided information, via a Learning Coach Questionnaire, about important changes in Learning Coach Central, reminders about the resources that are available to them, and the option to take the revised orientation.

### Learning Coach Resource Sessions

Each month, there are multiple LiveLesson sessions offered to Learning Coaches, with recordings made available following the sessions. The goals of these sessions are to:

- Provide Learning Coaches with instructional strategies to improve performance and support their students in the areas identified as critical to student success
- Support Learning Coaches in developing their expertise and a comfort level in using the features and functions in Connexus
- Help Learning Coaches to support their students in developing the skills needed in becoming college and career ready

Sessions are based on six main themes:

- Learning Sciences (specific sessions and interspersed throughout other sessions)
- Math, ELA/Writing
- Role and Responsibility of the Learning Coach

- College and Career Readiness
- Supporting High School Students
- General topics to benefit Learning Coaches

In addition to open Q&A sessions, some examples of Learning Coach Resource Sessions available are:

- Connect Learning and Fun: Clubs and Activities
- "But...I'm Not a Teacher" - How to Be a Successful Learning Coach
- You Can Do This Without Pulling Your Hair Out!
- Curriculum that Makes a Difference
- Defining the Gifted Student and the Role of Gifted Education
- Born to Learn - Embracing Struggle through a Growth Mindset
- What Was Broken with Math and Why Did They Need to Change It?
- Coaching Your Child With Learning Differences in Math
- I'm No Mathematician, How Can I Help?
- Involved and Engaged: Nurturing Student Motivation
- Supporting Academic Honesty in an Online Environment
- Popping the Question - The Importance of Asking Effective Questions
- How Does Learning Style Impact Your Coaching Support?
- Exploring the Six Traits of Writing
- What is WriteToLearn and How Will My Middle School Student Use It?
- Socialization in a Virtual School
- Coaching Your High School Student for Success

Following each session, we solicit feedback by providing Learning Coaches a link to a survey. Information provided in the survey is used to gauge the effectiveness of the session and gain insight into the needs of Learning Coaches and their recommendations for future topics.

### **Learning Coach Central**

Learning Coach Central has been completely redesigned for the 2016-2017 school year. The new website has a more intuitive, user-friendly interface, and is more visually appealing. It is fully accessible and viewable on a mobile device or tablet. Learning Coaches will find it easier to navigate to resources and find information. The new design is divided into several categories with the ability to open resource documents, tutorials, video Quick Clips, and links found within each category. These resources and categories are indicated by at-a-glance icons for easy reference. The current categories include: Orientation and Tutorials, Getting Started, Daily Tasks, Resource Sessions, Resources, Instructional Support, Assessments, Staying Connected, and Student Experience. Learning Coach Central contains numerous resources providing valuable information to assist and support Learning Coaches, and new resources are being developed regularly.

### **Learning Coach Link**

Learning Coach Link is a monthly communication for Caretakers and Learning Coaches distributed via WebMail message. It provides another resource for Learning Coaches to receive information about upcoming Learning Resource Sessions, links to prior sessions, instructional support tips and strategies, and Connexus tips, tricks, and updates. Learning Coach Link also gives Learning Coaches an opportunity to share their own success stories and tips with each other, as well as thank other Learning Coaches who have provided support or help to them.



## Learning Coach Success Series

Before the start of each school year, national Learning Coach Success Series sessions led by currently-enrolled parents help families prepare for their first days of school. Learning Coaches are encouraged to attend this series of sessions in addition to completing the Learning Coach Orientation and familiarizing themselves with their school-specific handbook. In addition to open Q&A sessions each week, five different topics are addressed:

- Virtual School Basics
- Roles and What to Expect
- Schedules and Routines
- Getting Acquainted with Connexus
- Tips and Tricks for Success





## PROPOSED SCHOOL FOCUS GOALS FOR 2016-2017

### BACKGROUND

Connections recommends (for the 4<sup>th</sup> year) governing boards we partner with adopt a set of standardized School Focus Goals to frame school improvement plans and to provide input, along with individual staff performance ratings, in determining bonus payouts for eligible staff under a performance-based approach to compensation.

The standardized School Focus Goals have replaced an annual process of school-specific goal development that distracted from the development of action plans to reach those goals, made it difficult for Connections to provide high quality comparable data to support schools' efforts, and resulted in bonus payouts variations that muddled the intended performance message.

These School Focus Goals cannot replace school goals established by state-specific legislation, regulation, regulatory and authorizing entities, and/or charter and contract documents. And these goals are merely recommendations for Board consideration.

But results against these goals will be calculated and reported in any case for each Connections-supported Partner School, and Connections may not be able to report on other goals that might be adopted in place of or in addition to these. Further, Connections believes these goals support the state-specific accountability systems each individual school faces: What is required to make progress on these goals will also move the schools forward in their respective state accountability systems.

### PROPOSAL

Connections is proposing a change in these School Focus Goals to accommodate the increased importance of the "four year cohort graduation rate" and better address two key drivers of that rate: Successful course completion (credit accumulation in high school), and students who have left the school but still count as dropouts.

Because the first baseline for one of the proposed metrics (% of HS cohorts on track) will not be available until this Fall, it is unclear what effect the new goals will have on bonus payouts. For that reason, Connections proposes that, for the 16-17 school year only, both the previous and new sets of School Focus Goals be calculated, and that schools be given a one year "safe harbor" provision: Whichever calculation is higher in 16-17 will be used for calculating bonus payouts in the Fall of 2017. After 16-17, only the new set of goals will be proposed and reported.

Specifically, Connections recommends that the Board approve the School Focus Goals and percentage weights shown on the next page, and that bonus payouts in the Fall of 2017 be based on the better overall result for the school (previous and new School Focus Goal total results), combined with individual staff performance ratings as defined by this Bonus Matrix.

BONUS MATRIX		INDIVIDUAL PERFORMANCE RATING <sup>1</sup>			
TIER	GOAL ATTAINMENT	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
1	<60%	0%	0%	50%	70%
2	61-74%	0%	0%	80%	100%
3	75-89%	0%	25%	100%	110%
4	90%+	0%	50%	110%	125%

<sup>1</sup> The rating scale in your school may use different terms for the ratings.

## PROPOSED SCHOOL FOCUS GOALS FOR 2016-2017

It is important to note that for many of the following metrics, the goal of 100% is unrealistic. But it is right that schools strive for 100%, and this bonus matrix accounts for the fact that schools will struggle to reach 100%. The payout matrix is designed so that a strongly performing school can be “Tier 3” and “Tier 4” is a stretch – applied to last year’s results, only one school fell into Tier 2 and one school made Tier 4 – the rest were Tier 3.

Also, there are goals in this proposal that cannot be reported for some of the schools Connections supports. For example, a school that does not yet have 12<sup>th</sup> graders cannot report “post-secondary plans” and it won’t have data on 4 HS cohorts. Connections’ recommendation is that, if a goal can be calculated with fewer grades, the goal be weighted the same but calculated with fewer grades (e.g., HS cohort % on track in a school serving only 9<sup>th</sup> and 10<sup>th</sup> grades would have each cohort counting as 5% rather than 2.5%). If the goal cannot be calculated at all (e.g., no post-secondary plans), Connections recommends all other goals be weighted accordingly (e.g., if results add up to a maximum of 95%, then the final result would be divided by 95% to compensate for the missing goal result).

### SCHOOL FOCUS GOALS

#### 12-13, 13-14, 14-15, 15-16, 16-17

- State Test Scores (40%)
- Test Score Growth (10%)
- *K8 & HS promotion* (15%)
- *Senior Graduation & Post-secondary plans* (10%)
- Parent satisfaction (15%)
- Student Retention (10%)

#### New 16-17 (with Safe Harbor provision)

- State Test Scores (**35%**)
- Test Score Growth (10%)
- **K8 & HS Successful Course Completion (20%)**
- **HS Cohorts (all 4 current) % on-track (10%)**
- Parent Satisfaction (15%)
- Student Retention (10%)

### GOAL DESCRIPTIONS

- **State Test Scores (40% prior to 16-17, 35% for 16-17 and beyond):** All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school’s result to the state average for each tested subject-grade level so results can be roughly compared across states. Each ratio is capped at 1.00 and a weighted average is computed based on the number of tests taken by students at the school and officially counted. If no official pass rate and number of students tests counted is available for a subject-grade level test, one will be computed using data loaded into Connexus.
- **Test Score Growth (10%):** 100% of full academic year 3-8<sup>th</sup> graders will make at least one year of growth (or be proficient) as measured by the LEAP test.
- **K8 & HS Successful Course Completion (20% for 16-17 and beyond):** 100% of completed courses in Mathematics, English Language Arts, Science, and Social Studies will result in a passing grade or credit. This has been a Quarterly Metrics measure for the last two years and is calculated in 4 categories, each of which will be worth 5%: K8 ELA, Science and Social Studies; K8 Math; HS ELA, Science and Social Studies; HS Math.
- **HS Cohorts (all 4 current) % on-track (10% for 16-17 and beyond):** This will be calculated separately for each of the 4 “active” cohorts in a high school (2017, 2018, 2019, and 2020 for the 2016-2017 school year), so each cohort will be worth 2.5% points (for this first year, 9<sup>th</sup> grade will account for 100%). The calculation is the number of enrolled students in that cohort “on track” at the end of the school year (“on track” according to a Connexus-calculated metric based on student credit accumulation), divided by the number of students in that cohort showing in state data systems as the school’s responsibility. The assumption is that even if a student withdraws from the school, he or she is still the school’s responsibility unless or until the state’s data system shows that the student is no longer the schools’ responsibility and will not be counted in the calculation of the schools’ four-year cohort graduation rate (typically the school must be able to prove the student has transferred to another diploma granting program, left the state, or passed away). (Note: The systems and

## PROPOSED SCHOOL FOCUS GOALS FOR 2016-2017

processes for tracking this measure are being developed and we expect to produce baseline data in the Fall of 2016.)

- Parent Satisfaction (15%): School will have an average of 100% positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools.
- Student Retention(10%): The school will have a 100% “during school year” (DSY) retention rate, equal to one minus the DSY withdrawal rate as reported in the June 30 Monthly School Report (MSR)

# Memorandum

To: Members, Reach Cyber Charter School Board  
From: Amanda Jay, Senior Director, State Relations  
Cc: Jane Swan, School Leader  
Date: September 21, 2016  
Re: State Relations Update

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Thank you for your volunteer service on the Reach Cyber Charter School Board. Here is a short update on current state relations activities in Pennsylvania.

The PA House of Representatives will reconvene on September 19<sup>th</sup>, 2016 and the Senate will return on September 26<sup>th</sup>, 2016.

Amanda Jay held meetings with the following legislative staffers during the week of August 22<sup>nd</sup>:

- Nichole Duffy, Karen Seivard and Jonathan Berger from the House Education Committee
- Jason High – Chief of Staff for Senator Wagner
- Fred Sembach and Michaele Totino with Senator Folmer's office.

During these meetings, she provided an update on Reach Cyber Charter School and discussed pending legislation. HB 530, a bill that contains cuts to cyber charters, may move forward during the September session. Reach's budget was adjusted in anticipation of these cuts. State Relations will continue to monitor this bill, as well as any other legislation filed that may impact Reach.

Additionally, Amanda Jay met with Otto Banks, Executive Director of the REACH Alliance. The REACH Alliance supports all forms of parental choice in the state. He was very interested to learn about Reach Cyber Charter School's alternative pacing models and STEM enrichment activities.

In August, Governor Wolf created the Division of Charter Schools within PDE. This Division was created to improve quality and accountability for charter schools. Notably, the accountability functions of the Division will include "focused attention on the reauthorization processes of cyber charter schools." More information on the Division of Charter Schools can be found at: <https://www.governor.pa.gov/wolf-administration-establishes-new-division-of-charter-schools/>