



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, October 19, 2016 at 9:00 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 (MSR attached) – J. Swan
    - i. State of the School Report (to follow)
    - ii. Enrollment Visit – October 27, 2016
  - b. Financial Report (attached) – K. Helt
  
- V. Consent Items – D. Taylor
  - a. Approval of Minutes from the September 21, 2016 Board Meeting (attached)
  - b. Approval of Staffing Report (attached)
  - c. Approval of Enrollment Opening for the 2017-2018 School Year on March 1, 2017
  
- VI. Action Items
  - a. Approval of Connections Education Invoice for September (attached) – K. Helt
  
- VII. Information Items
  - a. Legislative Update (attached) – A. Jay
  - b. Partner School Leadership Team Update – R. Graver
    - i. School Operations Metrics (attached)
  - c. Agreements for Student Enrollment for 2017-2018 School Year: Parent/Legal Guardian (Caretaker) Acknowledgement, Regulatory Program Description, Caretaker Designee Agreement and Designated Learning Coach Agreement (attached) – R. Graver
  - d. 2016-2017 School Year Items for Board Consideration (attached) – H. Woodward
  
- VIII. Adjournment and Confirmation of Next Meeting – Wednesday, November 16, 2016 at 9:00 a.m.



**MONTHLY SCHOOL REPORT**

**Reach Cyber Charter School**

September 2016

EOY 15-16		9/30/2015		8/31/2016		9/30/2016		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

**ENROLLMENT DATA**

School Enrollment		0	0%	0	0%	0	0%	705	100%	0 %
Reach Cyber Charter School		0	0%	0	0%	0	0%	705	100%	0 %
Grade Distribution										
Grades PK-2		0	0%	0	0%	0	0%	147	21%	0 %
KG		0	0%	0	0%	0	0%	66	9%	0 %
1		0	0%	0	0%	0	0%	39	6%	0 %
2		0	0%	0	0%	0	0%	42	6%	0 %
Grades 3-5		0	0%	0	0%	0	0%	174	25%	0 %
3		0	0%	0	0%	0	0%	48	7%	0 %
4		0	0%	0	0%	0	0%	66	9%	0 %
5		0	0%	0	0%	0	0%	60	9%	0 %
Grades 6-8		0	0%	0	0%	0	0%	275	39%	0 %
6		0	0%	0	0%	0	0%	77	11%	0 %
7		0	0%	0	0%	0	0%	101	14%	0 %
8		0	0%	0	0%	0	0%	97	14%	0 %
Grades 9-12		0	0%	0	0%	0	0%	109	15%	0 %
9		0	0%	0	0%	0	0%	109	15%	0 %
New/Returning to CE										
New		0	0%	0	0%	0	0%	705	100%	0%
Returning		0	0%	0	0%	0	0%	0	0%	0%
Total YTD Enrollment										
Enrolled, not Grad		0	0%	0	0%	0	0%	705	99%	0%
Prior To Engagement		0	0%	0	0%	0	0%	6	1%	0%
Withdrawal During School Year		0	0%	0	0%	0	0%	3	0%	0%
Graduate		0	0%	0	0%	0	0%	0	0%	0%
Total YTD Enrollment		<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>714</b>	<b>100%</b>	<b>0 %</b>
Withdrawal Reason										
Different/Better Schooling Option (Not related to socialization)		0	0%	0	0%	0	0%	3	100%	0%
Life Change		0	0%	0	0%	0	0%	0	0%	0%
Mismatch Academic		0	0%	0	0%	0	0%	0	0%	0%
Getting started with the school was too difficult		0	0%	0	0%	0	0%	0	0%	0%
Mismatch Family Schedule		0	0%	0	0%	0	0%	0	0%	0%
Regulation		0	0%	0	0%	0	0%	0	0%	0%
Student wants more socialization		0	0%	0	0%	0	0%	0	0%	0%
Unhappy with the school (teachers, leadership)		0	0%	0	0%	0	0%	0	0%	0%
Applying for next school year		0	0%	0	0%	0	0%	0	0%	0%
Deceased		0	0%	0	0%	0	0%	0	0%	0%
Inactivity		0	0%	0	0%	0	0%	0	0%	0%
Missed Deadline		0	0%	0	0%	0	0%	0	0%	0%
Required Documentation Incomplete		0	0%	0	0%	0	0%	0	0%	0%
No Reason Given		0	0%	0	0%	0	0%	0	0%	0%



**MONTHLY SCHOOL REPORT**

**Reach Cyber Charter School**

**September 2016**

EOY 15-16		9/30/2015		8/31/2016		9/30/2016		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

**HOUSEHOLD DATA**

**Household Data**

Active Households	0	N/A	0	N/A	0	N/A	565	N/A	0 %
Graduated	0	N/A	0	N/A	0	N/A	0	N/A	0%
WD Prior To Engagement	0	N/A	0	N/A	0	N/A	6	N/A	0 %
WD During School Year	0	N/A	0	N/A	0	N/A	3	N/A	0 %
Students Per Active HH	0.00	N/A	0.00	N/A	N/A	N/A	1.25	N/A	0%

**STUDENT DEMOGRAPHICS**

**Ethnicity**

Hispanic or Latino	0	0%	0	0%	0	0%	107	15%	0%
Not Hispanic or Latino	0	0%	0	0%	0	0%	598	85%	0%

**Race**

Asian	0	0%	0	0%	0	0%	12	2%	0%
Black/African American	0	0%	0	0%	0	0%	199	28%	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	6	1%	0%
American Indian or Alaskan Native	0	0%	0	0%	0	0%	22	3%	0%
White	0	0%	0	0%	0	0%	512	73%	0%

**Distinct Race/Ethnicity**

Hispanic or Latino	0	0%	0	0%	0	0%	107	15%	0%
Multiple Races	0	0%	0	0%	0	0%	40	6%	0%
Black/African American	0	0%	0	0%	0	0%	145	21%	0%
White	0	0%	0	0%	0	0%	407	58%	0%
Asian	0	0%	0	0%	0	0%	4	1%	0%
American Indian or Alaskan Native	0	0%	0	0%	0	0%	1	0%	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	1	0%	0%

**Gender**

F	0	0%	0	0%	0	0%	391	55%	0%
M	0	0%	0	0%	0	0%	314	45%	0%

**FARM Eligibility**

Qualifies for free	0	0%	0	0%	0	0%	392	56%	0%
Qualifies for reduced	0	0%	0	0%	0	0%	74	10%	0%
Refused to report	0	0%	0	0%	0	0%	94	13%	0%

**Prior Schooling**

Charter School (Public)	0	0%	0	0%	0	0%	57	8%	0%
Home School	0	0%	0	0%	0	0%	56	8%	0%
No Prior School	0	0%	0	0%	0	0%	44	6%	0%
Online (Virtual) Public School	0	0%	0	0%	0	0%	50	7%	0%
Private/Parochial School	0	0%	0	0%	0	0%	53	8%	0%
Public School	0	0%	0	0%	0	0%	394	56%	0%
Prior Schooling Not Reported	0	0%	0	0%	0	0%	51	7%	0%

**Special Populations**

Gifted	0	0%	0	0%	0	0%	11	2%	0%
504	0	0%	0	0%	0	0%	9	1%	0%
IEP	0	0%	0	0%	0	0%	112	16%	0%
None	0	0%	0	0%	0	0%	575	82%	0%



**MONTHLY SCHOOL REPORT**

**Reach Cyber Charter School**

**September 2016**

		EOY 15-16		9/30/2015		8/31/2016		9/30/2016		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change
<b>Disability</b>										
	Autism	0	0%	0	0%	0	0%	13	14%	0%
	Cognitive Disability	0	0%	0	0%	0	0%	3	3%	0%
	Emotionally Impaired	0	0%	0	0%	0	0%	7	7%	0%
	Hearing Impaired	0	0%	0	0%	0	0%	1	1%	0%
	Multiple Disabilities	0	0%	0	0%	0	0%	1	1%	0%
	Other Health Impaired	0	0%	0	0%	0	0%	15	16%	0%
	Specific Learning Disability	0	0%	0	0%	0	0%	39	41%	0%
	Speech/Language Impaired	0	0%	0	0%	0	0%	15	16%	0%
<b>Primary Language</b>										
	No Language Reported	0	0%	0	0%	0	0%	705	100%	0%

**PERFORMANCE DATA**

<b>Contacts Per Week</b>										
	Met	0	0%	0	0%	0	0%	570	81%	0%
	Not Met	0	0%	0	0%	0	0%	135	19%	0%
<b>Escalation Status</b>										
	On Track	0	0%	0	0%	0	0%	705	100%	0%
<b>Performance Metrics</b>										
<b>Grades PK-2</b>										
	Average Performance	0 %		0 %		0 %		94 %		0%
	Average Participation	0 %		0 %		0 %		127 %		0%
	Average Attendance	0 %		0 %		0 %		89 %		0%
<b>Grades 3-5</b>										
	Average Performance	0 %		0 %		0 %		78 %		0%
	Average Participation	0 %		0 %		0 %		130 %		0%
	Average Attendance	0 %		0 %		0 %		100 %		0%
<b>Grades 6-8</b>										
	Average Performance	0 %		0 %		0 %		69 %		0%
	Average Participation	0 %		0 %		0 %		125 %		0%
	Average Attendance	0 %		0 %		0 %		89 %		0%
<b>Grades 9-12</b>										
	Average Performance	0 %		0 %		0 %		73 %		0%
	Average Participation	0 %		0 %		0 %		131 %		0%
	Average Attendance	0 %		0 %		0 %		80 %		0%
<b>Total Average Performance</b>		<b>0 %</b>		<b>0 %</b>		<b>0 %</b>		<b>76 %</b>		<b>0%</b>
<b>Total Average Participation</b>		<b>0 %</b>		<b>0 %</b>		<b>0 %</b>		<b>128 %</b>		<b>0%</b>
<b>Total Average Attendance</b>		<b>0 %</b>		<b>0 %</b>		<b>0 %</b>		<b>90 %</b>		<b>0%</b>



### Monthly Student Current Enrollment Comparison



**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended September 30, 2016**

	September-16 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<b><u>Forecasted Enrollment</u></b>					
Funded Enrollment			540	850	(310)
<b><u>Revenue</u></b>					
State Aid	1,123,220.61	1,123,220.61	4,488,795.15	6,936,199	(2,447,404)
Special Ed Funding	463,157.78	463,157.78	1,815,654.26	1,985,898	(170,244)
Subtotal	1,586,378.39	1,586,378.39	6,304,449.41	8,922,097	(2,617,648)
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>1,586,378.39</b>	<b>1,586,378.39</b>	<b>6,503,449.41</b>	<b>9,121,097</b>	<b>(2,617,648)</b>
<b><u>Compensation Expense</u></b>					
Salaries - Administration	28,167.51	54,327.66	371,653.34	586,720	215,067
Benefits - Administration	5,633.50	10,865.53	74,330.67	117,344	43,013
Pension - Administration	2,816.75	5,432.77	34,219.35	58,672	24,453
Taxes - Administration	3,038.26	5,881.03	34,440.34	52,805	18,365
Subtotal Administration	39,656.02	76,506.99	514,643.71	815,541	300,897
Salaries - Teachers	46,260.86	65,969.19	909,602.52	1,473,687	564,084
Benefits - Teachers	9,252.17	13,193.84	181,920.50	294,737	112,816
Pension - Teachers	4,626.09	6,596.92	90,960.25	147,369	56,409
Taxes - Teachers	5,781.26	8,150.82	84,077.82	132,632	48,554
Subtotal Instructional Staff	65,920.38	93,910.77	1,266,561.10	2,048,425	781,864
<b>Total Compensation Expense</b>	<b>105,576.40</b>	<b>170,417.76</b>	<b>1,781,204.81</b>	<b>2,863,966</b>	<b>1,082,761</b>
<b><u>Connections Products and Services</u></b>					
Curriculum and Instructional Support Services	36,076.54	108,229.61	971,783.82	1,490,135	518,351
Student Connexus License	-	-	340,313.40	535,500	195,187
Student Technology Assistance Services	33,954.39	101,863.16	626,068.62	948,430	322,361
Enrollment/Placement/Student Support Services	44,565.13	133,695.40	419,719.86	612,255	192,535
School Operations Support Services	-	-	316,005.30	497,250	181,245
School Business Support Services	-	-	-	-	-
Special Ed Program Support Services	-	-	219,375.00	194,517	(24,858)
Professional Development Services	-	-	29,250.00	40,056	10,806
School Staff Support Services	-	-	101,790.00	139,394	37,604
Facilities Support Services	2,083.33	6,250.00	25,000.00	25,000	-
<b>Total Connections Products and Services Fees</b>	<b>116,679.39</b>	<b>350,038.17</b>	<b>3,049,306.00</b>	<b>4,482,537</b>	<b>1,433,231</b>

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended September 30, 2016**

	September-16 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<b><u>Pass-Through Expenses</u></b>					
Office Supplies	2,250.12	2,250.12	22,000.00	25,500	3,500
Copiers/Reproduction	177.42	177.42	7,500.00	8,500	1,000
Office Postage	-	-	10,000.00	12,750	2,750
Student Testing & Assessment	-	-	27,000.00	42,500	15,500
Staff Recruiting/Background Checks	31,823.30	32,048.30	40,000.00	3,900	(36,100)
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	8,916.65	8,916.65	10,000.00	8,500	(1,500)
High Speed Internet	-	249.98	20,000.00	20,000	-
Telephone	13.61	274.76	20,000.00	20,000	-
Office Rent (including utilities)	-	17,833.29	108,000.00	108,000	-
Expensed Equipment	491.00	491.00	491.00	-	(491)
Expenses Pending Allocation	3,162.01	3,162.01	3,162.01	-	(3,162)
Student Technology Support Stipend	-	-	219,000.00	314,118	95,118
Student Printers	-	-	24,000.00	35,700	11,700
Special Education Direct Services	-	-	375,000.00	395,220	20,220
Contracted Pupil Health Support	-	-	8,500.00	8,500	-
STEM Programmatic Expenses	-	-	42,000.00	60,000	18,000
Extracurricular Activities	-	-	14,000.00	21,250	7,250
<b>Total Pass-Through Expenses</b>	<b>46,834.11</b>	<b>65,403.53</b>	<b>996,153.01</b>	<b>1,133,938</b>	<b>137,785</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	-	3,404.00	4,000.00	1,500	(2,500)
Legal Services	8,881.40	8,881.40	10,000.00	10,000	-
Board Related Expense	362.27	1,360.06	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>9,243.67</b>	<b>13,645.46</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>Total Program Expenses Before Depreciation</b>	<b>278,333.57</b>	<b>599,504.92</b>	<b>5,953,013.82</b>	<b>8,604,291</b>	<b>2,651,277</b>
Capital Outlay	6,620.90	6,620.90	215,000	215,000	-
<b>Total Program Expenses Including Depreciation</b>	<b>284,954.47</b>	<b>606,125.82</b>	<b>6,168,013.82</b>	<b>8,819,291</b>	<b>2,651,277</b>
<b>Net Increase (Decrease)</b>	<b>1,301,423.92</b>	<b>980,252.57</b>	<b>335,435.59</b>	<b>301,806</b>	<b>33,630</b>
<b>Beginning fund balance</b>	<b>(321,171.35)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Ending fund balance</b>	<b>980,252.57</b>	<b>980,252.57</b>	<b>335,435.59</b>	<b>-</b>	<b>-</b>



**REACH Connections Academy  
Balance Sheet  
September 30, 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	1,586,378.39
	-----
<b>Total Other Current Assets</b>	<b>1,586,378.39</b>
	-----
<b>Total Current Assets</b>	<b>1,586,378.39</b>
	-----

**Fixed Assets:**

<b>Property Plant &amp; Equipment:</b>	
Leasehold Improvements	6,620.90
Accum Depr:Leasehold Improvements	-
	-----
<b>Net Fixed Assets</b>	<b>6,620.90</b>
	-----

<b>Total Assets</b>	<b>\$1,592,999.29</b>
	=====

**LIABILITIES**

<b>Current Liabilities:</b>	
Due to (from) Connections Academy	594,096.12
Pension Payable	12,029.70
	-----
<b>Total Current Liabilities</b>	<b>606,125.82</b>
	-----

<b>Total Liabilities</b>	<b>606,125.82</b>
	-----

**FUND BALANCE**

Invested in Capital	6,620.90
Change in Fund Balance	980,252.57
	-----
<b>Ending Fund Balance</b>	<b>986,873.47</b>
	-----

<b>Total Liabilities and Fund Balance</b>	<b>\$1,592,999.29</b>
	=====



Reach Cyber Charter School  
**MINUTES OF THE BOARD OF DIRECTORS MEETING**  
Wednesday, September 21, 2016 at 10:30 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**

Mr. Taylor called the meeting to order at 10:30 a.m. when all participants were present and able to hear each other.

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

Board Members Absent: Brian Leinhauser;

Guests via Phone: Jane Swan, Principal; Colleen Freyvogel, Eric Scheib, Michael Hinshaw, Cam Kasalas, Erica Carroll, Stephanie Bost, Jennifer Pizzani, Erik Wiedman, Danielle Leibig, Erin Kessel and Angela Lavin; School Staff; Jack Riley, Member of the Public; Heather Woodward, Ken Helt, Rachel Graver, and Steven Guttentag, Connections staff; Kevin Capitani, Pearson Representative; Dennis Tulli, Connections Consultant (in person); Michael Whisman and Kevin Corcoran, Charter Choices, Financial Consultants; Kristin DeGross and Shon Hocker, Connections staff (via phone).

**II. Public Comment**

There were no public comments made at this time.

**III. Routine Business**

a. Approval of Agenda

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

RESOLVED, that the Agenda for the September 21, 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: Enrollment, Staffing, Training and Facility

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 650 students enrolled in the school, with additional students in all stages of the pipeline. Ms. Swan further reviewed current school staffing levels. She introduced staff members present at the meeting, and advised the Board of additional staff members expected to be hired in the coming months.

##### b. Financial Update

Mr. Helt discussed the school's financial statements with the Board.

[Ms. Freyvogel joined the meeting at 10:38 a.m.]

Mr. Helt reviewed the revenue and expense statements, as well as the current forecast. He further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting.

The Board discussed the timeline for submission of the school's annual financial report, as well as the future engagement of an audit firm for the school's annual audit.

#### V. Consent Items

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

RESOLVED, the Consent Items:

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

The motion passed unanimously.

#### VI. Action Items

##### a. Approval of Connections Education Invoices for July and August

Mr. Helt reviewed the Connections invoices for the months of July and August, as drawn from the financial report presented earlier in the meeting and contained in the Board materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Connections Education invoices for the months of July, in the amount of \$151,096.89, and August, in the amount of \$165,487.60, as presented, are hereby approved.

The motion passed unanimously.

b. Approval of Connections Training and Professional Development Offering for the 2016-2017 School Year

Ms. Swan reviewed the professional development plan for the 2016-2017 school year as set out in the document included in the Board packet. She advised that the training, offered by Connections as required by the agreement between Connections and the School Board, is accomplished through a very comprehensive interactive program that requires several core courses which are graded to ensure adequate knowledge transfer to all participants. Ms. Swan also provided the Board with additional detail regarding the school's supplemental training plans for teachers. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Connections training and professional development offering for the 2016-2017 school year, as presented, is hereby approved.

The motion passed unanimously.

c. Approval of School Focus Goals for 2016-2017 School Year

Ms. Graver reviewed the school focus goals for the 2016-2017 school year included in the Board package with the Board. She advised that the staff worked closely with school leadership and Connections Education on establishing the school goals. She further advised the Board that the school goals represent the major driver for the staff incentive plan. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the school focus goals for the 2016-2017 school year, as presented, are hereby approved.

The motion passed unanimously.

d. Approval of Board Designee to Work with Connections on Student Handbooks

Ms. Woodward discussed the annual student handbook review process with the Board. The Board members briefly discussed the best candidate(s) to act in this capacity, and nominated David Taylor to be the Board Designee. Mr. Taylor confirmed his desire to serve in this capacity. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that David Taylor as Board Designee to work with Connections on Student Handbooks, as discussed, is hereby approved.

The motion passed unanimously.

e. Approval of School Leader or Board Member to Approval Special Education Service Providers on an Ongoing Basis

Ms. Graver presented this item to the Board. She reviewed the responsibilities of the school and Board in regards to special education services for students at the school. The Board noted their support of nominating Ms. Swan as designee to select special education service providers for the school. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, for the School Leader to approve Special Education Service Providers on an ongoing basis on behalf of the Board, as discussed, is hereby approved.

The motion passed unanimously.

## VII. Information Items

### a. Legislative Update

In Ms. Jay's absence, a written report was provided in the Board materials on recent legislative activities in the state, which may impact the school.

### b. Partner School Leadership Team Update

Ms. Graver reviewed Ms. Swan's ongoing work with Connections' State Relations team to ensure compliance with all required PDE documentation.

The Board further reviewed potential membership with the PA Coalition of Charter Schools, as well as additional charter school organizations within the state. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that membership with the PA Coalition of Charter Schools, as discussed, is hereby approved.

The motion passed unanimously.

[Mr. Guttentag and Mr. Capitani joined the meeting at 11:00 a.m.]

### c. Curriculum Town Hall Update

Ms. Woodward reminded the Board of the timing of the upcoming Curriculum Town Hall presentation as part of the annual review process for Curriculum.

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

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting would be held on Wednesday, October 19, 2016 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 11:03 a.m.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Pulizzi, Christine	Teacher-Secondary	\$49,500.00	0.04	10/17/16
Stuccio, Scott	STEM Coordinator	\$53,000.00	0.04	10/17/16
Thiel, Kathleen	Teacher-Secondary	\$49,500.00	0.04	10/21/16

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
Antonio, Chadwick	Stem Coordinator	9/30/16	Personal Reasons

Promotions/ Position Changes

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

# Christine Pulizzi

311 Bastian Avenue ~ South Williamsport, PA 17702

(717) 319-3039

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

**OBJECTIVE** To be hired at International Connections Academy in an area that I am certified.

**EDUCATION** Northeastern University- Boston, MA  
Masters of Education- May 2013  
Major: **Education with a Concentration in Distance Learning**  
Overall GPA: **3.917, Magna Cum Laude**

Bloomsburg University of Pennsylvania-Bloomsburg, PA  
Bachelor of Science in Education May 2003  
Major: **Elementary Education with a Concentration in Exceptional Individuals**  
Overall GPA: **3.53, Cum Laude**

**CERTIFICATIONS** Pennsylvania Level II Teaching Certification in Elementary Education K-6, Middle Level Citizen Education 7-9, Middle Level Language Arts 7-9

## RELATED WORK EXPERIENCE

**Commonwealth Connections Academy**  
**Middle Level Social Studies Program Teacher**  
August 2005- I currently teach Social Studies to 8th grade students in a Distance Learning Environment. I am responsible for communicating with students and learning coaches, grading, giving prompt feedback for assessments, and providing asynchronous and synchronous instruction through the Live Lesson room. I work daily through our LMS (Connexus) to help ensure that every student is given the opportunity to succeed. Interaction with fellow instructors, administrators, and parents is a vital part of my work experience.  
Supervisor: Michael Micco (724) 741-2689

**Harrisburg City School District**  
**4<sup>th</sup> Grade Regular Education Teacher**  
November 2004- I was originally assigned a position as a Learning Support Teacher.  
June 2005 I then took over the responsibilities of an inclusion classroom of students, teaching all regular subjects.  
Supervisor: Rebecca Hostetter (717) 703-4000

## COMMUNITY SERVICE

Since 2010, I have taught a weekly 3<sup>rd</sup> grade Sunday school class<sup>15 of 42</sup>

## **CLEARANCES**

PA Child Abuse

FBI Clearance

## **PROFESSIONAL GOALS**

I would like to continue to take on new responsibilities in my field and explore the latest techniques in online instruction. I also would like to earn a Doctorate in Education, specifically in virtual learning or curriculum, as I feel that that would give me the best tools to further my career and keep me up to speed with the latest in educational technology.

\*Further references and phone numbers available upon request.



**SCOTT JAMES STUCCIO**

1174 Heron Court  
Mechanicsburg, PA 17050  
(717) 903-8448

scott.stuccio@gmail.com | Facebook.com/Scott.Stuccio | @ScottStuccio

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**PROFILE**

Communications professional with excellent teaching, public and media relations skills, along with extensive on-air (radio and television) experience, outstanding interpersonal skills, and a team leader with the strong ability to correlate communications and promotions to meet organizational objectives.

**ADDITIONAL SKILLS**

- Proficient in Microsoft Word, Excel, PowerPoint, Publisher and Outlook
- Working knowledge of Adobe Premiere Pro, Audition, Acrobat, Photoshop, Illustrator and InDesign
- Experienced social media content manager for promotion and engagement

**EXPERIENCE**

August 2011-June 2016

**HERSHEY ENTERTAINMENT & RESORTS COMPANY – Hershey, PA**

*A world-class hospitality and entertainment company dedicated to preserving the legacy of its founder, Milton S. Hershey. A privately-held company founded in 1927, employing nearly 2,000 full-time and nearly 7,500 part-time and seasonal employees.*

**HERSHEY BEARS HOCKEY CLUB BROADCASTER & MEDIA RELATIONS MANAGER**

- Served as radio and television play-by-play voice of all hockey games
- Founded and directed the team's "Stick with Wellness" campaign, a middle-school floor hockey program that promoted good health and resulted in over 800 new ticket redemptions in its inaugural year
- Earned valuable video and audio editing skills by assisting in the production of intermission features for televised games
- Pitched stories and accommodated interview requests with local media, giving them increased numbers in website visits
- Recorded weekly video featurettes for website and team YouTube page, maintaining freshness and variety for fans which was well-received
- Wrote and disseminated press releases that were distributed nation-wide
- Increased team and individual social media following by updating all outlets live during games
- Brought more than \$90,000 in new revenue by selling advertising packages, and by maintaining and expanding the three-station Hershey Bears Radio Network
- Voiced and mixed commercials, allowing local sponsors to eliminate outsourcing costs

July 2007-August 2011

**WILKES-BARRE/SCRANTON PENGUINS HOCKEY – Wilkes-Barre, PA**

*A premiere sports and entertainment franchise in northeastern Pennsylvania operating under the management of its National Hockey League affiliate, and employing a full-time staff of 12.*

**BROADCASTER AND DIRECTOR OF COMMUNICATIONS**

- Authored and published team website content
- Recorded, edited and published weekly podcasts on team website
- Hosted in-studio and live interviews
- Wrote and produced feature stories
- Served as primary host for team and fan functions
- Invented and oversaw memorial program to incentivize young readers

August 2010-January 2011

**THE ICE RINK AT COAL STREET – Wilkes-Barre, PA**

*Now the Toyota SportsPlex, a multi-purpose venue that provides a wide array of activities to entertain guests of all ages in northeastern Pennsylvania. Employs over 30 full-time and over 50 part-time individuals.*

**DIRECTOR OF MARKETING**

- Produced 12 proposals for prospective sponsors
- Brought four sponsors on-board through hosting tours of the new community facility
- Coordinated with two sponsors' advertising agencies on artwork
- Worked with Director of Corporate Sales to maximize the area's potential for sponsorships

August 2000-June 2013

**PENNSYLVANIA STATE UNIVERSITY, WILKES-BARRE CAMPUS – Lehman, PA**

*A commonwealth campus of the state-run university with an enrollment of nearly 600 students and over 100 full-time faculty members.*

**ADJUNCT INSTRUCTOR IN METEOROLOGY**

- Collaborated with University Park Department of Meteorology to develop and schedule a new natural science elective
- Was the only adjunct instructor to have a second section of a natural science elective course added to accommodate students of all majors
- Taught both in-class and online via Penn State's ANGEL course management system
- Served as adjunct representative on Campus Faculty Senate, producing campus policies and procedures and advising the campus Chancellor
- Served as chair of the campus' Academic Affairs Committee
- Installed and maintained the campus weather station, allowing Wilkes-Barre to be only the third campus out of 22 to provide live weather information
- First adjunct instructor in 15 years to earn faculty member of the year honors

July 1995-September 2007

**WYOU-TV 22 – Wilkes-Barre/Scranton, PA**

*A CBS affiliate television station with a 22-county reach located in northeastern Pennsylvania.*

**CHIEF METEOROLOGIST**

- Prepared graphics and produced weather forecasts for 22-county viewing area
- Managed a staff of four meteorologists
- Updated station website as necessary
- Made over 100 community and school appearances each year
- Hosted local Children's Miracle Network telethon each summer

**EDUCATION****THE PENNSYLVANIA STATE UNIVERSITY – University Park, PA**

*Bachelor of Science in Meteorology – Graduated May 1995*

**HONORS AND AWARDS****PENN STATE WILKES-BARRE CAMPUS HAYFIELD AWARD – April, 2004**

- Honored as Faculty Member of the Year

**NATIONAL WEATHER ASSOCIATION TV SEAL OF APPROVAL – December, 2001**

- Recognized for outstanding broadcasts

**AMERICAN METEOROLOGICAL SOCIETY TV SEAL OF APPROVAL – September, 1999**

- Recognized for exemplary knowledge and conveying such into television broadcasts

# Kathleen M. Thiel

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1012 Bayberry Lane  
Collegeville, PA 19426  
[Cell Phone] 201.803.4210  
Katiemary08@gmail.com

**Objective:** To find a full-time teaching position where I can use my skills and experience as a Social Studies teacher and Reading Specialist to enhance student learning and success.

**Education:** **Villanova University**, Villanova PA *Cumulative GPA* 3.3, Deans List 2004  
Bachelor of Science in Education/Social Studies May 2004  
**West Chester University**, West Chester PA *Cumulative GPA* 4.0  
Master in Literacy December 2011

**Certification:** Pennsylvania Social Studies 7-12, Level 2  
Pennsylvania Reading Specialist K-12, Level 2  
Pennsylvania English 7-12

## **Related**

### **Experience:** **Part-Time Reading Specialist, Grades 6-8, August 2013-August 2014**

*Upper Perkiomen Middle School, East Greenville, PA*

- Responsible for planning, teaching, and assessing 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Reading Support class.
- Course planning and assessment focused on providing support to students performing roughly 2-3 grade-levels below in reading.
- Experience using Accelerated Reader and Study Island to support student reading progress.
- Successfully maintained parent-teacher relationships through conferences, telephone, and email.
- Communicated the individual needs and concerns of students to their other teachers in order to support success across content areas.

### **Social Studies Teacher, High School, August 2009-August 2013**

### **Social Studies Content Area Specialist, May 2010 – August 2012**

### **Literacy Coach, November 2011 – August 2013**

*PA Leadership Charter School, West Chester, PA*

- As Social Studies Teacher, responsible for planning, teaching, and assessing College Prep and Honors United States History in the cyber environment.
- As Social Studies Teachers, experience teaching United States Government and Social Studies/Literacy hybrid course.
- As Content Area Specialist, performed quarterly informal evaluations for a twelve person department and encouraged teacher instructional growth in strategy and content.
- As Literacy Coach, developed and implemented six professional development sessions for roughly two hundred teachers, grades 6 -12. These sessions focused on the Common Core Standards and content area writing.
- Assisted the development of an RTII program at the High School level, including research and analysis of various screening assessments.

### **Academic Reading Tutor**

### **Academic Development Program, July 2009 (Summer Session II)**

*West Chester University, West Chester, PA*

- Assisted Dr. Reese in two sections of EDR Q20, a reader's workshop for incoming freshman at West Chester University.
- Participated in delivering lessons focused on the Narrative of the Life of Frederick Douglass: An
- Assisted in historical discussions and activities centered around slavery in the United States, the Holocaust, Operation Iraqi Freedom, and the Arab-Israeli Crisis.
- During tutoring sessions, assisted students in comprehending the material covered in class through small-group discussion and various reading strategies.

# Kathleen M. Thiel

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1012 Bayberry Lane  
Collegeville, PA 19426  
[Cell Phone] 201.803.4210  
Katiemary08@gmail.com

## **Teacher, 5th Grade, August 2008 – August 2009**

*Visitation BVM School, Trooper, PA*

- Responsible for planning, teaching, and assessing 5<sup>th</sup> grade Math, Integrated Language Arts, Science, Social Studies and Religion in adherence to the Curriculum Guidelines of the Archdiocese of Philadelphia. Gained valuable experience teaching reading and writing, which can be applied to multiple levels of Social Studies.
- Successfully maintained working teacher-parent relationships in order to create a positive learning environment.
- Assisted and educated many students through a modified curriculum due to special needs.
- Participated in Middle States Evaluation team to ensure ongoing improvement within the school.

## **Teacher, 8th Grade US History, August 2007 – August 2008**

### **Long Term Substitute – 8th Grade US History, August 2006 – March 30, 2007**

*Drexel Hill Middle School, Upper Darby, PA*

- Responsible for planning, teaching, and assessing 8<sup>th</sup> Grade US History for four regular period classes in adherence to Pennsylvania State Standards and Upper Darby History Curriculum.
- Successfully mainstreamed special education students within all four classes.
- Trained in the Reading Apprenticeship Program and incorporated it into the US History curriculum
- Completed New Teacher Orientation and the Pennsylvania Teacher Induction Program
- Successfully maintained many teacher-parent relationships.
- Assessed and planned lessons responding to student needs as shown through CDDRE testing throughout the school and presented goals to Drexel Hill Administration along with fellow team members in accordance with testing results. I was a part of helping students succeed in making Annual Yearly Progress during the 2007-2008 school year.
- Resigned due to family move away from School District.

## **Teacher, 6th Grade Homeroom, 6th – 8th Grade Social Studies**

### **May 2004 – August 2006**

*St. Joseph the Worker School, Fallsington, PA*

- Responsible for planning, teaching, and assessing 6<sup>th</sup> grade Geography, 7<sup>th</sup> grade US History I, 8<sup>th</sup> grade US History II, 6<sup>th</sup> and 8<sup>th</sup> grade music, 6<sup>th</sup> grade Integrated Language Arts, and 6<sup>th</sup> grade Religion.
- Established and maintained positive teacher and parent relationships.
- Worked with various students on a modified curriculum.
- Participated in the school's Middle States Evaluation process.

## **Memberships, and Awards:**

National Council for the Social Studies, Member  
International Reading Association, Member  
National Honor Society, IHA, 1998-2000  
National Society of Collegiate Scholars, Villanova University, 2000-2004  
Member, Kappa Delta Pi, National Honor Society, 2003 - Present  
National Deans List, 2003

**OTHER ACTIVITIES:** Broad Street Run participant May 2006, Philadelphia Distance Run participant 2005, Habitat for Humanity, Villanova University Haveners – Director 2003 – 04 and member 2000 – 2003, Villanova Voices 2000-2004, Girls With Goals Tutoring Program 2002, United States Figure Skating Association 1998-2000, International Ice Skating Institute 1997-2000, Philadelphia Skating Club and Humane Society 2000-2002



Invoice	139989
Date	10/11/2016
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	September Services	\$14,885.67	\$14,885.67
1.00	ENROLLMENT BASED	September Services	\$116,679.39	\$116,679.39

Please note invoice number 139989 on remittance. Thank you.

<b>Total</b>	\$131,565.06
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Make checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Invoice	139990
Date	10/11/2016
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	September Services	\$83,247.89	\$83,247.89
1.00	PASS THROUGH	September Services	\$62,698.68	\$62,698.68

*Please note invoice number 139990 on remittance. Thank you.*

<b>Total</b>	\$145,946.57
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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:

September 2016

**Compensation Expenses**

Salaries - Administration	\$	28,167.51
Benefits - Administration		5,633.50
Taxes - Administration		3,038.26
Salaries - Instructional		46,260.86
Benefits - Instructional		9,252.17
Taxes - Instructional		5,781.26
		<u>98,133.56</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		44,565.13
Facilities Support Services		2,083.33
		<u>116,679.39</u>

**Pass Through Expenses**

62,698.68

***Total Amount Due***

\$ 277,511.63

# Memorandum

To: Members, Reach Cyber Charter School Board  
From: Amanda Jay, Senior Director, State Relations  
Cc: Jane Swan, School Leader  
Date: October 19, 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 Pennsylvania General Assembly will reconvene for six voting days in October beginning on October 17<sup>th</sup>.

No bills currently being monitored by Connections Education were considered during the September session. While we do not anticipate movement, the following bills of interest could be heard in October.

- HB 530: This is the bill that includes cuts to cyber charter funding and would also amend certain aspects of the Charter School Law.
- HB1907: A bill amending truancy statutes, that would grant cyber charters flexibility in defining the criteria for an “unexcused absence.”
- HB 1915: A bill extending the time period for compliance with continuing education requirements for teachers and administrators.

The PDE workgroup on Every Student Succeeds Act (ESSA) implementation will report its findings at a meeting on October 18<sup>th</sup>. Connections Education lobbyist Bryan Lowe will attend.



# 1<sup>ST</sup> QUARTER OPERATIONS METRICS

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Connections Education (CE) works with the leadership, teachers, and other staff of the schools it supports to continually improve student achievement. The Partner School Leadership Team (PSLT) focuses its work with schools through School Improvement Plans (SIPs) focused on improving outcomes against the annual school goals and Professional Learning Communities (PLCs) through which teachers and others work through the daily challenges of meeting those goals.

Common operational threads in these school-based efforts are monitored across all schools and are a focus of efforts to support school-based operations in ways that can lead to improved student achievement. The priorities monitored vary by time of year, and for the third year we are reporting to you quarterly on the some of the measures. As was true last year, the metrics focus on Teachers and Students, and the “back to school” quarter spanning July through September focused on the “on-boarding” of teachers and students. What is reported here is as follows:

- **Teachers successfully engaged:** Teachers’ start-up tasks and trainings complete and PLCs underway. (We are also sharing effective teacher return rates and on-time hire rates to give context, though the work to improve those was essentially over before July.)
- **Students successfully engaged:** On-time welcome calls, student start-up task and pre-tests completion, and “Getting Started” course completion rates for late enrollees. (We are also sharing % of students enrolling on-time, and student and learning coach orientation completion rates – more for context than as a “report” on “school operations.”)

The data behind these metrics is pulled from Connexus and the other operational systems that support the schools on or slightly after October 1. Much of this data changes constantly, so please see these metrics as snapshots of on-going work rather than definitive official “reports.”

The metrics shown here are compared with a group of other schools Connections supports – aggregated to give some context without sharing every school’s data with the other schools. There are no truly “comparable schools” but we have grouped them by student start date, and in rough groupings of size. Your school is highlighted along with the start date and size groupings to which it belongs, and the totals across all Connections-supported schools are also shown. It would also be appropriate to consider the age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc. – but that is not done here. Please keep that in mind.

## Teachers successfully engaged

	% Effective teachers returning	% Teachers hired on time	% Completing start-up checklist	% Completing Orientation Course	% Teachers in a PLC
Reach 2016	N/A	80%	54%	50%	50%
Small Size Avg.	76%	95%	86%	80%	94%
3 <sup>rd</sup> Start Date Avg.	89%	97%	87%	97%	98%
Connections Avg.	85%	95%	81%	73%	85%

- % of “Effective” teachers returning:** Across the partner schools that Connections supports, 83% of teachers rated “effective” or better (the terminology varies by state) at the end of last school year returned and were employed as of the beginning of October. This is down from 89% last year, reflecting heavy turnover at one school but also slight declines in most schools, most likely from state-specific and subject area specific hiring conditions.
- % of teachers hired on time:** This is the % of teachers currently employed who were “on the job” on the first official work day for teachers. Some late hires are inevitable in response to last minute resignations and other unexpected events. This year’s 98% rate across all partner schools is an increase from 95% last year and reflects the continued focus on improving hiring efforts.
- % of teachers completing the “start-up checklist”:** Teachers are asked to check off a number of tasks as part of their own “back to school” effort, and this year 86% of teachers across the partner schools completed the checklist by October 1, up significantly from 70% last year. The increase is largely due to changes that have made the checklist more useful.
- % teachers completing the Orientation course 1:** The most important task on the start-up checklist is completion of the Orientation course – an annual requirement for all teachers (returning teachers get an abbreviated version that focuses on critical messages and new information). As of October 1, completion by teachers who started on-time stood at 93% across all partner schools, down slightly from 95% last year.
- % in a PLC:** This is the percent of on-time teachers reporting that they are in a "Professional Learning Community" or PLC with 2 or more members, as identified by an "IA number" in their staff profile. PLCs are a key component of the schools’ professional development and school improvement efforts, and the participation rate across all partner schools of 95% is very high compared with traditional schools. The important question is how active and focused these PLCs are on clear (“SMART”), student-achievement oriented goals.

## Students successfully engaged

	Student Enrollment		LC Orientation Done	On-Time Welcome Calls	Start Up Done On-Time	Pre-Test Completion	“Getting Started” Complete
	Enrolled	% Late					
Reach 2016	711	36%	93%	88%	94%	68%	71%
Small Size Avg.	510	27%	90%	94%	98%	76%	84%
3 <sup>rd</sup> Start Date Avg.	2,390	16%	88%	91%	94%	81%	82%
Connections Avg.	2,023	23%	89%	94%	96%	77%	85%

- **% of 1st Quarter Students who enrolled late:** Across the partner schools that Connections supports, 23% of students enrolled after the start of the school year. This is consistent with last year (23%), despite efforts to encourage families to start on-time. It will increase as the year goes on.
- **% of Learning Coaches of on-time enrollees who completed their Orientation course:** Across the schools, the % of Learning Coaches who completed the Orientation course by the beginning of October increased 9% points from 80% last year to 89% this year. This improvement is a result of the continued focus on learning coach communication, engagement and support efforts across all partner schools.
- **% of students assigned a “formative” Pre-Test who completed it:** This metric emphasizes the importance of getting these test results for students so that schools can identify who is in need of academic interventions and work to implement those. This year, 77% of assigned Reading and Math pre-tests completed them as of October 1, down from 81% in 2015.
- **% of students assigned – and % of those completing within 3 days – a “Getting Started” course:** Most (80%) late enrollees are assigned to a “Getting Started” course they are expected to complete within the first 3 days and 85% completed it on-time, down from 82% assigned last year, and of those assigned, 91% completing it on-time.
- **% of students receiving a “Welcome Call” on-time (within 7 calendar days of enrollment):** Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with student retention and parent satisfaction. This is the 3<sup>rd</sup> straight year of improvement across all partner schools, from 71% to 81% to 91% and now 94%. Because some students who enroll never engage, 100% is not a realistic goal.
- **% of students enrolled 21 or more days who have completed Start-Up Tasks:** Students are monitored and encouraged to complete a set of “start-up tasks within the first 21 days 96% of students enrolled 21+ days as of the beginning of October had completed their start-up tasks. This is up from last year’s 95% completion rate.

# 2017-18 Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA)

## Form Facts

This document lists the responsibilities of being a Caretaker and Learning Coach for a student. Before you complete this form, please review the Regulatory Program Description to learn about state regulations that apply to your school. Each parent or legal guardian\* or authorized student (emancipated) must complete this document before you can access [Connexus®](http://www.connexus.com) (www.connexus.com), our education management system (EMS), which you will need during the enrollment process.

**Where:** Submit enrollment documents to **Connections Academy** by: Fax: 800-887-6590  
Mail: 8621 Robert Fulton Dr., Ste. 200, Columbia, MD 21046

\* If you are not the biological parent or legal guardian of the student you are registering, do not complete this form; contact us at 800-382-6010 to discuss your situation.

**NOTE:** Parents/legal guardians will be required to provide the proof of age for each student they are enrolling and, if applicable, custodial documentation to validate their relationship to the student(s). Parents/legal guardians may designate another adult to serve as the Learning Coach by completing the Designated Learning Coach Agreement (DLCA). An eligible student can also designate another adult to serve as his or her Learning Coach by completing the DLCA.

## Instructions:

Check the box next to each responsibility. Sign this document to acknowledge your understanding of the responsibilities associated with being the Caretaker and Learning Coach.

## Educational Decisions

The following items relate to your ability to make the necessary educational decisions for the student(s) you are registering.

- I confirm that I have the legal authority to make educational decisions for the student(s) I am registering.
- I understand that, except for approved part-time programs, I am registering my student(s) in a full-time public program that has a defined school calendar, required assessments, and other requirements.
- As a Caretaker, I acknowledge that I am responsible for arranging the transport for and appropriate supervision of my student(s) during participation in any school activities.
- I consent to my student(s) attending all mandatory meetings and standardized tests required by the school.
- I acknowledge that my role as Learning Coach does not make me an employee, contractor, agent, official, teacher, representative, or affiliate of my student's school.
- I acknowledge that I am not entitled to receive benefits or compensation from Connections Academy in my capacity as a Learning Coach.
- I acknowledge that the school has no responsibility for my activities or actions.
- I understand that I am responsible for reviewing family and enrollment information, and I will notify the school immediately of any errors or changes.

## Connexus

Connexus contains nearly all of the tools and resources that you and your student(s) will use for school. You will also need access to Connexus to complete enrollment tasks. The following items are related to the guidelines for Connexus use.

- I agree to comply with all federal and state laws and applicable Connections Academy policies, terms, and conditions with regard to my access to Connexus.
- I agree to use Connexus in compliance with the Connexus terms of use and all applicable school policies.
- I will not use Connexus in a manner that creates a hostile environment by harassing, threatening, intimidating, degrading or abusing any Connexus user(s).
- I understand that I am being provided access to Connexus with respect to the student(s) I am registering.
- I agree to access Connexus solely for the purpose for which it is intended.

- I acknowledge that failure to comply with the obligations set forth in this form, the Connexus terms of use, or any school policies is grounds for immediate termination of my Connexus account without further notice.

## Hardware

---

You and your student will need regular computer and Internet access for school. Refer to the Hardware and Connectivity area of the [Connections Academy website](http://www.connectionsacademy.com) (www.connectionsacademy.com) to determine if your school provides any equipment or Internet subsidy. The following items are related to the equipment you and your student(s) use.

- If I use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the School Handbook and the school's Technology web page.
- I understand that I will be financially responsible for any school property that is provided to me, including property that becomes damaged, excluding normal wear and tear, is moved to another location, or is not returned when requested by the school.

## Documentation and Records

---

The following items are related to documentation and records that you will complete and submit during the enrollment process.

- I understand that students are bound by the rules and other provisions set out in the School Handbook: General Portion and the State-Specific Supplement (available in the Virtual Library within Connexus).
- I have read and understand the Regulatory Program Description, including information about the need for adult supervision for students.
- All of the information that I will provide in the Student Information Form, Family Information Form, and subsequent enrollment documents will be accurate.
- I confirm that there is no current court order that restricts my access to the student's educational records or my decision-making authority with regard to my student(s).
- I understand that it is my responsibility to provide any court order that affects the status of the rights of any parent or legal guardian of my student in any way. Neither the school nor Connections Academy is responsible to make any changes related to any parent's or legal guardian's access to my student(s) educational records or Connexus account until such information is provided and verified.
- I understand that the terms herein remain enforceable against me, the parent and/or Learning Coach, through the entirety of my student(s) enrollment with the school.
- I understand that it is my responsibility to immediately complete a new Parent Learning Coach Agreement (PLCA) should any information contained herein change and that the current PLCA on file remains enforceable against me and my student(s) throughout the duration of my student(s) enrollment (including reenrollments) until such time as a new PLCA is submitted and accepted.
- I understand that Personal Information may be used to allow Connections Academy directly or through its 3<sup>rd</sup> part support service providers including Connections Education LLC to deliver services or carry out transactions that have been requested of Connections Academy, and that the Personal Information may be disclosed to other third parties in order to provide the requested services or if required by law.
- I understand that, to the extent the PLCA form is modified in the future, I agree to be subject to the most current modified version of the form.
- By signing this form, I am confirming that this student meets any eligibility requirements as listed on the school's Eligibility Requirements web page.

Before signing, please be sure that you have checked all of the boxes on both pages.

## Signature of Parent/Legal Guardian or Emancipated Minor

---

By signing below, I certify that I have the legal right to make educational decisions for the student(s) I wish to enroll, and that I have read, understand, and agree to the terms of this Parent/Legal Guardian (Caretaker) Acknowledgment.

---

Last Name

First Name

Middle Name

---

Signature

Date

Phone Number

# Regulatory Program Description

## Form Facts

**What:** This document contains important information about state regulations that apply to your school. Please read this document prior to completing the Parent/Legal Guardian (Caretaker) Acknowledgment (PLCA).

**Who:** Parents/legal guardians and authorized students\* must review this document and complete the PLCA.

**Why:** Families enrolling in Connections Academy must be aware of and agree to their state's regulatory requirements to continue the enrollment process and to receive access to [Connexus@](http://www.connexus.com) (www.connexus.com), the school's education management system.

You are enrolling in a school that operates in a "virtual" environment. Enrolling in this school means that your child will be attending a public school that has no physical classroom but still **must meet all of your state's regulations for public schools.**

## School calendar

While you will experience more flexibility than in a traditional school, students will still be expected to follow the school calendar. Students must attend school for a required number of days and complete a required number of hours of instruction. These requirements are listed in the School Handbook or may be requested from support services at 800-382-6010.

## Attendance

State law provides that parents/legal guardians are responsible for ensuring that their students attend school. Student attendance **must be recorded daily** in Connexus **by a parent/legal guardian or a designated representative.** There are additional requirements in order to prove attendance. Students who do not attend school as required by law will be considered truant. Students and their parents/legal guardian(s) are subject to local truancy laws and regulations.

## Proof of attendance

Students must complete assigned lessons, submit specified assignments to their teachers by mail and online, and complete assessments. Students and/or their parents/legal guardians or designated representatives are expected to participate in regular telephone, email, web conferencing (LiveLesson® sessions) or, if required, in-person contacts with a teacher during the school's regularly scheduled hours. If these activities are not completed as directed by the school, attendance can't be verified, and the student may be considered truant.

## Testing

Students are required to participate in state and school standardized tests and to comply with the terms of the School Handbook.

## Supervision of students

Involvement of the parent/legal guardian or other representative is essential for students to succeed in virtual school. The amount of involvement needed varies by the student's age and maturity, as explained below. All students need a safe, secure environment with some degree of adult supervision. Check your state law to determine the age when a child can be left unattended.

### Elementary school

To meet attendance requirements and successfully complete their lessons, students will need substantial assistance from a parent/legal guardian or a designated representative. The amount of assistance will vary depending on the student's capabilities to be self-directed and to comprehend the materials. To meet health and safety regulations, the responsible adult should be with them physically to supervise during the entire school day.

### Middle school

To meet attendance requirements and successfully complete their lessons, students will need some assistance from a parent/legal guardian or a designated representative. The amount of assistance will vary depending on the student's capabilities to be self-directed and to comprehend the materials. Students generally require the regular presence of an adult.

### High school

Students are expected to perform their school work independently. However, a parent/legal guardian or a designated representative must still report daily attendance in Connexus and verify that the student has completed the assigned lessons and assessments. This adult is also expected to be available for regular teacher conferences.

*\*If you are an authorized student (a student over 18 years of age or an emancipated minor, who is enrolling himself/herself in the program) you will be responsible for the statements above for which the parent/legal guardian is responsible. You will also complete the PLCA.*

# 201~~76~~-1~~87~~ Caretaker Designee Agreement (CDA)

## Form Facts

This form documents the relationship between the Caretaker Designee and the Caretaker(s) of the student named above. It also authorizes the creation of the Caretaker Designee account in Connexus®, the education management system. This form has two parts, the first page should be signed by the Caretaker(s) (legal decision maker) approving the appointment of the Caretaker Designee. The second page must be signed by the third party being designated as the student's Caretaker Designee

**Where:** Submit enrollment documents to **Connections Education** by: Scan and upload in **Connexus®** ([www.connexus.com](http://www.connexus.com))  
Fax: 800-887-6590 | Mail: 8621 Robert Fulton Dr., Ste. 200, Columbia, MD 21046

## Caretaker Section (page 1 of 2)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

### Complete and submit one form per student.

- I understand that I am designating an individual over the age of 18—other than a parent or legal guardian—as my student's Caretaker Designee.
- I understand that the Caretaker Designee has those same responsibilities as the parent/Learning Coach that are described in the School Handbook: General Portion, the State-Specific Handbook Supplement, and this agreement.
- I authorize the Caretaker Designee to have full Connexus access to my student's records and to the household information provided to the school and to exercise full decision-making authority as to such records and information.
- I assume all liability for any actions taken by this individual related to my student or the school.
- I accept complete responsibility for the health, safety, and educational decisions made on behalf of my student while under the care and guidance of the Caretaker Designee.
- I assume responsibility to ensure that the Caretaker Designee complies with the terms of this agreement and the School Handbook, and I understand that failure to comply may result in termination of the Caretaker Designee's access to Connexus.
- I am responsible for notifying the school if I change or terminate this individual as a Caretaker Designee.
- I am solely financially responsible for any school property that I provide to the Caretaker Designee.
- I understand that compensation arrangements, if any, are between the Caretaker Designee and me, and are not the responsibility of the school or any third-party service provider of the school.
- I understand that by designating someone as a Caretaker Designee, I am not authorizing him or her to operate a public school.
- I authorize the school to permit my student's teacher(s) to communicate with the Caretaker Designee concerning all aspects of my student's participation in the school.
- I understand that I will continue to have access to Connexus as a parent/ Learning Coach and that I retain the primary responsibility to perform the Learning Coach's functions if these are not performed by the Caretaker Designee.

By signing this agreement, you confirm that you, as the Caretaker(s), have read, understand, and agree to the terms above:

### Parent/Legal Guardian 1 (or authorized student):

\_\_\_\_\_  
Last Name First Name Middle Name

\_\_\_\_\_  
Signature Date

### Parent/Legal Guardian 2:

\_\_\_\_\_  
Last Name First Name Middle Name

\_\_\_\_\_  
Signature Date



# 20176-187 Caretaker Designee Agreement (CDA)

## Caretaker Designee Section (page 2 of 2)

This page must be signed by the third party being designated by the Caretaker(s) as the student's Caretaker Designee.

### Complete and submit one form per student.

- I am at least eighteen (18) years of age.
- I understand that as a Caretaker Designee, I have those same responsibilities as the Caretaker described in the School Handbook: General Portion, the state-specific School Handbook Supplement, and this agreement.
- As a Caretaker Designee, I have full Connexus access to the students' records and information about the household as provided to the school, and I will have full decision-making authority as to such records/information.
- I understand that I am authorized to communicate with the teachers of the students in this household account concerning all aspects of the participation of the students in school so long as I am a Caretaker Designee.
- I agree to comply with the terms of this agreement, and all federal and state laws and applicable school policies and terms and conditions with regard to my access to Connexus.
- I understand that if I violate this agreement, the school will notify the student's parent/legal guardian(s) regarding their option to designate an alternate Caretaker Designee, and my access to Connexus will be terminated.
- I agree to use Connexus only for the purpose for which it is intended and to fulfill my role as a Caretaker Designee.
- I agree to refrain from using Connexus in a manner that creates a hostile environment by harassing, threatening, or abusing any Connexus user, as stated in the Bullying and Prohibited Behaviors section of the Student Handbook.
- I acknowledge that prohibited behavior, whether engaged in through my Connexus access or otherwise, is grounds for immediate termination of my Connexus account without further prior notice.
- Except for approved and, designated part-time programs ~~and Florida's full time Home Ed program~~, I understand that this student is enrolled in a full-time public school that has specific rules, standards, school calendar, and assessments.
- I am responsible for ensuring that a suitable place for schooling is available to the student, and I will be physically available in the same location as the student during learning activities.
- I will be responsible for ensuring that the student completes his or her work and makes adequate progress as defined by the student's teacher(s). I will schedule enough time in my day to support the student and submit the required work.
- I agree to participate and ensure that my student participates in regular telephone, email, web conferencing (LiveLesson® presentations) or, if required, in-person contacts with a teacher, as directed by the school.
- I agree to use Connexus daily, when possible, and not less than three times per week.
- If requested by the student's parent/legal guardian(s), I agree to be responsible for transporting and supervising the student during participation in school activities.
- I understand that by serving as a Caretaker Designee, I am not authorized to operate a public school.
- I acknowledge that my role as a Caretaker Designee does not make me an employee, contractor, agent, official, representative, or affiliate of the student's school.
- I understand that I am not entitled to receive benefits or compensation from the school or any third party service provider of the school in my capacity as a Caretaker Designee.

By signing this agreement, you confirm that you, as the Caretaker Designee, have read, understand, and agree to the terms above:

### Caretaker Designee:

---

Last Name

First Name

Middle Name

---

Signature

Phone

Date

# 20176–187 Designated Learning Coach Agreement (DLCA)

## Form Facts

This two-page form documents the relationship between the Designated Learning Coach and the Caretaker(s) (legal decision makers) of the student named below, and authorizes the creation of the Designated Learning Coach account in Connexus®, the education management system. The first page should be signed by the Caretaker(s) approving the appointment of the Designated Learning Coach. The second page must be signed by the person being named as Designated Learning Coach.

**Where:** Submit documents to **Connections Academy:** Fax: 800-887-6590 | Mail: 8621 Robert Fulton Dr., Ste. 200, Columbia, MD 21046

## Student Information

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## Caretaker Section (page 1 of 2)

Please check the box next to each item to confirm that you have reviewed and understood it.

- I understand that I am designating an individual over the age of 18—who is not a parent or legal guardian with decision-making authority of my student—as my student’s Designated Learning Coach.
- I assume all liability for any actions taken by this individual related to my student or the school. I accept complete responsibility for the health and safety of my student while under the care of the Designated Learning Coach.
- I assume responsibility to ensure that the Designated Learning Coach complies with the terms of this agreement and the School Handbook and that failure to comply may result in termination of the Designated Learning Coach’s access to Connexus.
- I am responsible for notifying the school if I change or terminate the Designated Learning Coach.
- I am solely financially responsible for any school property that I provide to the Designated Learning Coach.
- I understand that by designating someone as a Learning Coach, I am not authorizing him or her to operate a public school.
- I understand that the Learning Coach has only those responsibilities described in the School Handbook: General Portion, the State-Specific School Handbook Supplement, and this agreement.
- I authorize the Designated Learning Coach to have access to all of my student’s records and to the household information that I have provided to the school and that is included in Connexus.
- I authorize the school to permit my student’s teacher(s) to communicate with the Designated Learning Coach concerning all aspects of my student’s participation in the school.
- I understand that compensation arrangements, if any, are between the Designated Learning Coach and me, and are not the responsibility of Connections Academy, my school, or any third party service provider to the school.
- I agree that Connections Academy, my school, or any third party service provider to the school is not a party to the relationship between myself and any Designated Learning Coach and is not responsible for vetting or performing background checks on or overseeing the performance of any Designated Learning Coach.
- I understand that I will continue to have access to Connexus as a Learning Coach. I retain the primary responsibility to perform the Learning Coach’s functions if these are not performed by the Designated Learning Coach.
- I acknowledge that failure of the Designated Learning Coach to comply with the obligations set forth in this form, the Connexus terms of use or any school policies is grounds for immediate termination of the Designated Learning Coach Connexus account without further notice to me or the Designated Learning Coach.
- I authorize the individual listed as Learning Coach for the student I am enrolling with Connections Academy.

By signing this agreement, you confirm that you, as the Caretaker(s), have read, understand, and agree to the terms above:

### Parent/Legal Guardian 1 (or authorized student):

Last Name	First Name	Middle Name
Signature	Phone	Date

### Parent/Legal Guardian 2:

Last Name	First Name	Middle Name
Signature	Phone	Date

# 2015–16 Designated Learning Coach Agreement (DLCA)

## Designated Learning Coach Section (page 2 of 2)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

This page must be signed by the third party being authorized by the Caretaker(s) as the Designated Learning Coach.

Please check the box next to each item to confirm that you have reviewed and understood it.

- I am at least eighteen (18) years of age.
- I understand that I am being provided Designated Learning Coach access to Connexus, the education management system, to be able to assist in the educational activity of the student.
- As a Designated Learning Coach, my access to Connexus authorizes me to access the student's records and to certain household information provided to the school and included in Connexus.
- I understand that I am authorized to communicate with the student's teacher(s) concerning all aspects of the student's participation in school so long as I am a Designated Learning Coach.
- I confirm that I am able to understand and deliver lesson plans, follow instructions, and supervise the student's performance of assignments and assessments.
- I agree to comply with the terms of this agreement, all federal and state laws, and applicable school policies and terms and conditions.
- I agree to access Connexus solely for the purpose for which it is intended as part of my role as a Designated Learning Coach.
- I agree to refrain from using Connexus in a manner that creates a hostile environment by harassing, threatening, or abusing any Connexus user, as stated in the Bullying and Prohibited Behaviors section of the Student Handbook.
- I acknowledge that prohibited behavior, whether engaged in through my Connexus access or otherwise, is grounds for immediate termination of my Connexus account, without further notice.
- Except for approved, designated part-time programs, I understand that this student is enrolling in a full-time public school that has specific rules and standards, including a defined school calendar and required assessments.
- I am responsible for ensuring that the student has a suitable place for schooling and will be physically available in the same location as the student during learning activities to the extent required by law.
- I will be responsible for ensuring that the student completes his or her work and makes adequate progress as defined by my student's teacher(s). I will schedule enough time in my day to support the student and submit the required work.
- I will mark the student absent or present for each school day according to the procedures established by the school.
- I agree to participate and ensure that the student participates in regular telephone, email, web conferencing (LiveLesson® presentations) or, if required, in-person contacts with a teacher, as directed by the school.
- I agree to use Connexus daily, when possible, and not less than three times per week.
- If requested by the student's parents/legal guardians, I agree to be responsible for transporting and supervising the student during his or her participation in school activities.
- I understand that by serving as the Designated Learning Coach, I am not authorized to operate a public school. I also understand that I have only the responsibilities as describe in the School Handbook and in this agreement.
- I have read, understand, and agree to be bound by all of the rules explained in the School Handbook.
- I acknowledge that my role as a Learning Coach does not make me an employee, contractor, agent, official, representative, or affiliate of the student's school.
- I understand that I am not entitled to receive benefits or compensation from Connections Academy, the school or any third party service provider to the school in my capacity as a Designated Learning Coach.
- I understand that a violation of the obligations set forth in this agreement, the Connexus terms of use or any school policies is grounds for immediate termination of my Connexus account without further notice.

By signing this agreement, you confirm that you, as the Designated Learning Coach, have read, understand, and agree to the terms above:

### Designated Learning Coach:

_____	_____	_____
Last Name	First Name	Middle Name
_____	_____	_____
Signature	Phone	Date



Connections Academy  
2016-2017 – Board Calendar

**August**

- School Leader's Report
  - Update on Back to School Activities, Staffing and Training
  - Update on Enrollment
  - CA Leadership Summer Retreat
  - School Operations Metrics
- Financial Report
  - Unaudited 2015-2016 Financial Results
- Consent Item: Approval of 2016-2017 Base Salaries and Incentive Percentage, Career Ladder Positions and Home-Worker Stipends
- Consent Item: Approval of Professional Development Plan for the 2016-2017 School Year
- Action Item: Approval of School Focus Goals for 2016-2017 School Year
- Action Item: Board Training and Conference Attendance for the 2016-2017 School Year
  - iNACOL (San Antonio, TX – October 25-28)
  - National Charter Schools Conference (Washington, D.C. – June 11-14, 2017)
- Information Item: Conflict of Interest Statements (all) and Background Check Reminders (if applicable)
- Information Item: Connections Education Support Team

**September**

- School Leader's Report
  - Enrollment and Staffing Update
  - Back to School Activities Update
- Consent Item: Approval of Federal Title Funding Plans for the 2016-2017 School Year
- Consent Item: Approval of Closing Enrollment for the 2016-2017 School Year
- New Schools Action Item: Board Designee for School Handbooks
- Information Item: 2016-2017 Items for Board Consideration
- Information Item: Curriculum Town Hall Reminder

**October**

- School Leader's Report
  - State of the School Report
  - Final Results on 2015-2016 Goals and State Testing Results
  - School Operations Metrics
- Audit Committee: Review and Acceptance of Audit Report
- Consent Item: Approval of Enrollment Opening for the 2017-2018 School Year

## November

- School Leader's Report:
  - Update on Student Intervention Efforts – Tier 1 and Tier 2
- Consent Item: Approval of Summer School Offering to Students (New School's Only)
- Information Item: SLT Update: School Leader Review Process
- Information Item: Future Funded Enrollment Growth – School Leader
- Information Item: Future Facility Plans
- Information Item: Connections Agreement / Charter Renewal Timeline Update
- Information Item: Approval of Agreements for Student Enrollment for 2017-2018 School Year: Regulatory Program Description, Parent /Legal Guardian (Caretaker) Acknowledgement, Designated Learning Coach Agreement and Eligible Student Agreement

## December

No meeting

## January

- School Leader's Report
  - School Operations Metrics
- Executive/Closed Session: Mid-Year Review for School Leader
- Audit Committee: Review and Acceptance of Audit Report
- Consent Item: Approval of the 2017-2018 School Year General School Handbook
- Consent Item: Approval of the 2017-2018 School Year State Specific School Handbook
- Action Item: Approval of Funded Enrollment Target for the 2017-2018 School Year
- Action Item: Facility Planning and Appropriate Action for the Upcoming School Year
- Information Item: Upcoming LiveLesson® Sessions

## February

- School Leader's Report
  - Update on State Testing
  - Update on Graduation Plans
- Action Item: Approval of Summer School Scholarship Offering to Students
- Information Item: Outreach Plan for the 2017-2018 School Year
- Information Item: Curriculum Town Hall Reminder

## March

No meeting

## April

- Audit Committee, Committee of the Entire Board: Approval of Audit Firm Engagement
- School Leader's Report
  - Graduation Plans and End of Year Activities
  - School Operations Metrics
- Consent Item: Approval of School Calendar for the 2017-2018 School Year
- Consent Item: Approval of Staff Compensation Plan for the 2017-2018 School Year
- Consent Item: Approval of Employee Handbook
- Information Item: Curriculum for the 2017-2018 School Year
- Information Item: Board Planning for the 2017-2018 School Year
  - Proposed Meeting Schedule
  - Board Composition

## May

- School Leader's Update
  - State Testing Review, Graduation Plans and End of Year Activities
- Consent Item: Approval of Board President as Board Designee to Approve Summer Staffing Decisions for the 2017-2018 School Year
- Action Item: Approval of Budget and Fee Schedule for the 2017-2018 School Year
- Action Item: Approval of Supplemental Educational Products and Services for the 2017-2018 School Year
- Information Item: SLT Update: Planning for School Leader Performance Review

## June/July – Annual Meetings

- Executive/Closed Session – School Leader Performance Review
- Action Resulting from Closed Session
  - Approval of School Leader Compensation for the 2017-2018 School Year
- Consent Item: Approval of Board Meeting Schedule for the 2017-2018 School Year
- Consent Item: Approval of Revised Budget for the 2016-2017 School Year
- Action Item: Approval of Directors
- Action Item: Approval of Officers
- Information Item: Results of Parent Satisfaction Survey

## Reach School Improvement Plan

Jane Swan  
School Leader  
October 19, 2016

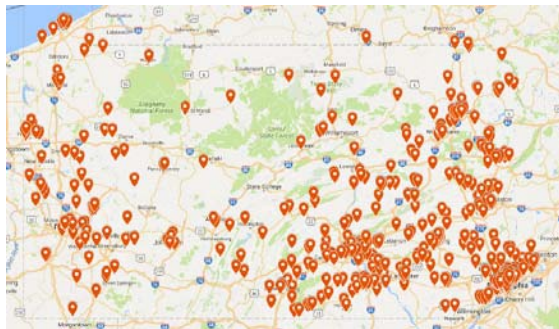


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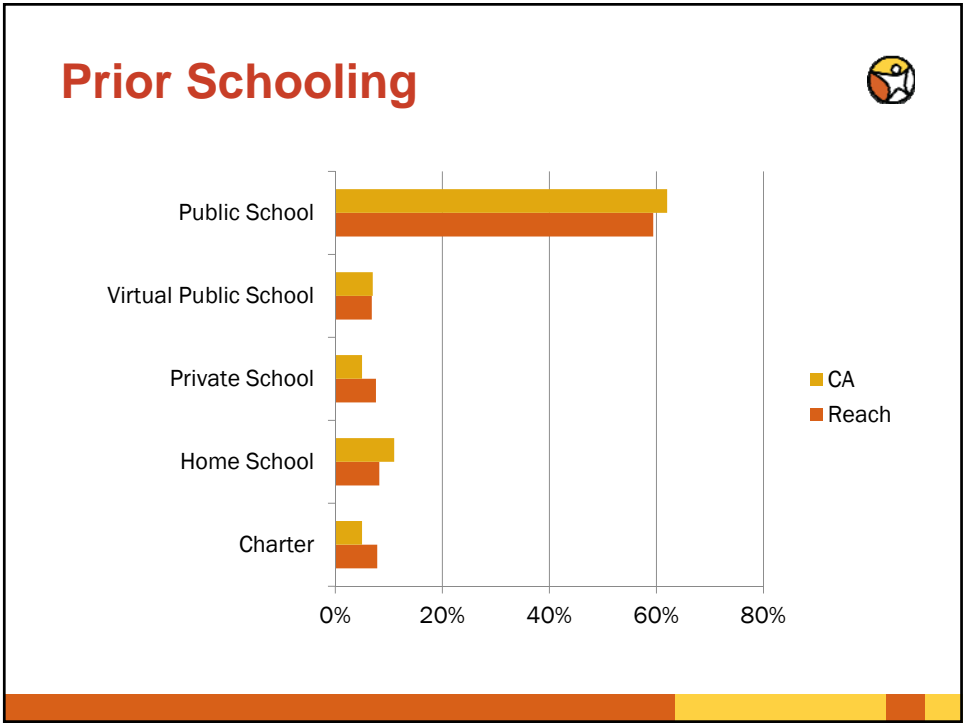
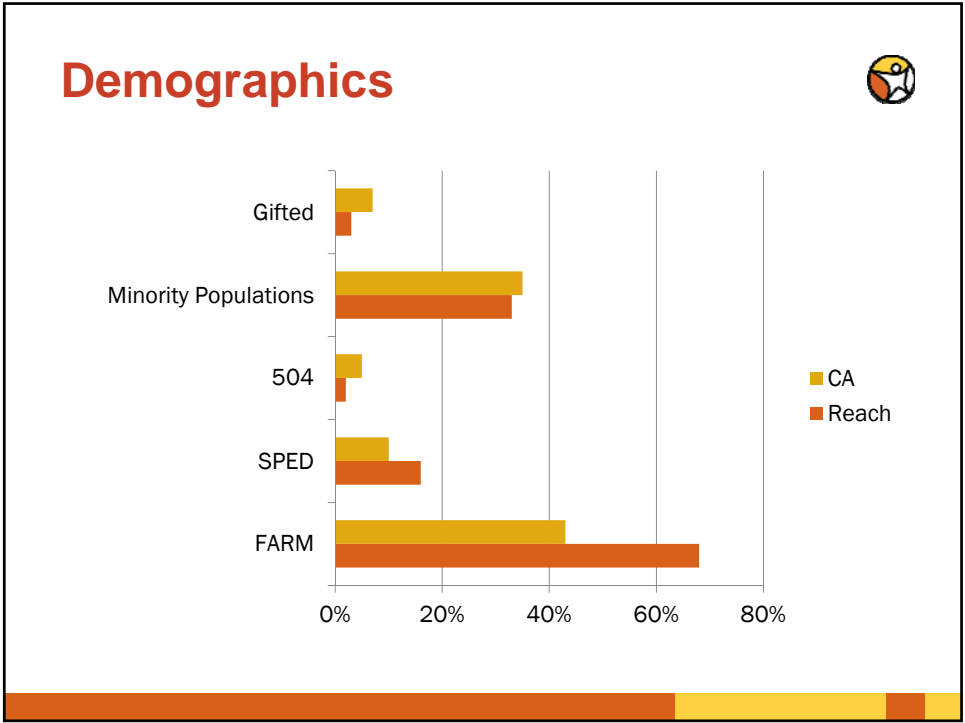
ARCA

## Reach Students

- Reach students are located all over the state.
- Marketing events continue
- *Ribbon Cutting: 9/21*
- *Harrisburg Capitol Tour: 10/25 over 125*
- *Historic Philadelphia Tour: 11/1 over 42*



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## State of the School



- Welcome calls are currently 95.2% complete.
- Start Up Tasks are 93% complete
- LEAP/Scantron
  - 72.2% of our students completed the Math Pre-test
  - 66.7% of our students completed the Reading Pre-test
- Teachers are currently using the information from these benchmarks to place students in interventions.

## Onboarding Action Plan



- It is important to engage our students and families the second they enroll with us.
- We want to provide them with the assistance necessary to make a smooth transition to Reach.
  - In order to do this, we strive to make contact with the student and family within two days of enrollment (for late-enrolling students).
  - We provide them with important information within our system, monitor their completion of start-up tasks, and make a connection with them so they feel a part of our school.
  - Socialization/connectedness is an important piece of this plan and we are planning field trips and events across the state.

## Math Action Plan



- Math is a difficult subject for students and can be even more challenging in a virtual setting.
- We have put many action steps in place to build math success at Reach.
  - Our Professional Learning Communities (PLC) have developed goals specifically for math achievement.
  - Teachers are monitoring math indicators to develop a plan of action for students not likely to score proficient on state tests. Those plans include targeted live lessons, math intervention programs, one-on-one tutoring during office hours, etc. All students with a yellow or red intervention indicator in math will be provided additional support within 30 days of enrollment.

## Grad Rate Action Plan



- The majority of our 9<sup>th</sup> graders started this year on cohort. It is critical that we have steps in place to assist students in remaining on cohort. It is also very important that we track any students who withdrawal to make sure they are not considered a dropout for Reach.
- Some of the steps we have in place include the following:
  - Staff will review withdrawal information to make sure correct codes are entered.
  - Students that are off cohort will receive additional support
  - Staff are reviewing scores bi-weekly and if a student is in danger of failing a course, they will receive support from that subject area teacher.