



**Reach Cyber Charter School
BOARD MEETING and STRATEGIC PLANNING RETREAT**

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 15, 2021 at 9:00 a.m.

Meeting Location:

Lake Raystown Resort
3101 Nugget Run
Entriken, PA 16638

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNkOHy4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

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 Jane Swan at (717) 704-8437.

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 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 the 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. CEO's Report (MSR attached) – J. Swan
 - i. Back to School Activities
 - ii. Staffing and Hiring Update
 - iii. Enrollment Update
 - b. Financial Report (to follow) – K. Yeselavage
 - i. Unaudited 2020-2021 Financial Results (attached)

- V. Consent Items
 - a. Approval of Minutes from the August 23, 2021 Rescheduled Board Meeting (attached)
 - b. Approval of Staffing Report (to follow)
 - c. Approval of Pearson Invoice(s) for July and August (attached)
 - d. Approval of Federal Title Funding Documentation: Parent and Family Engagement Policy (attached)
 - e. Approval of MOU with Alvernia University (attached)

- VI. Action Items
 - a. Approval of Board Training and Conference Attendance for the 2021-2022 School Year – M. Arthur

- VII. Information Items
 - a. School Success Partner (SSP) Update – L. Johnson
 - i. Pearson Support Team Updates
 - b. Academic Success Partner (ASP) Update – M. Brown
 - i. Key School Metrics (attached)
 - ii. Teacher Professional Development Products and Services for the 2021-2022 School Year (attached)
 - c. Board Relations Update – M. Arthur
 - i. School Handbook Language re Technology (attached)

- VIII. Strategic Planning (detailed agenda to be distributed separately) – J. Swan

- IX. Adjournment and Confirmation of Next Meeting – Wednesday, October 20, 2021 at 9:00 a.m.

MONTHLY SCHOOL REPORT

School & Date Selection

School

Reach Cyber Charter School

Report Date

August 31, 2021

Currently Enrolled

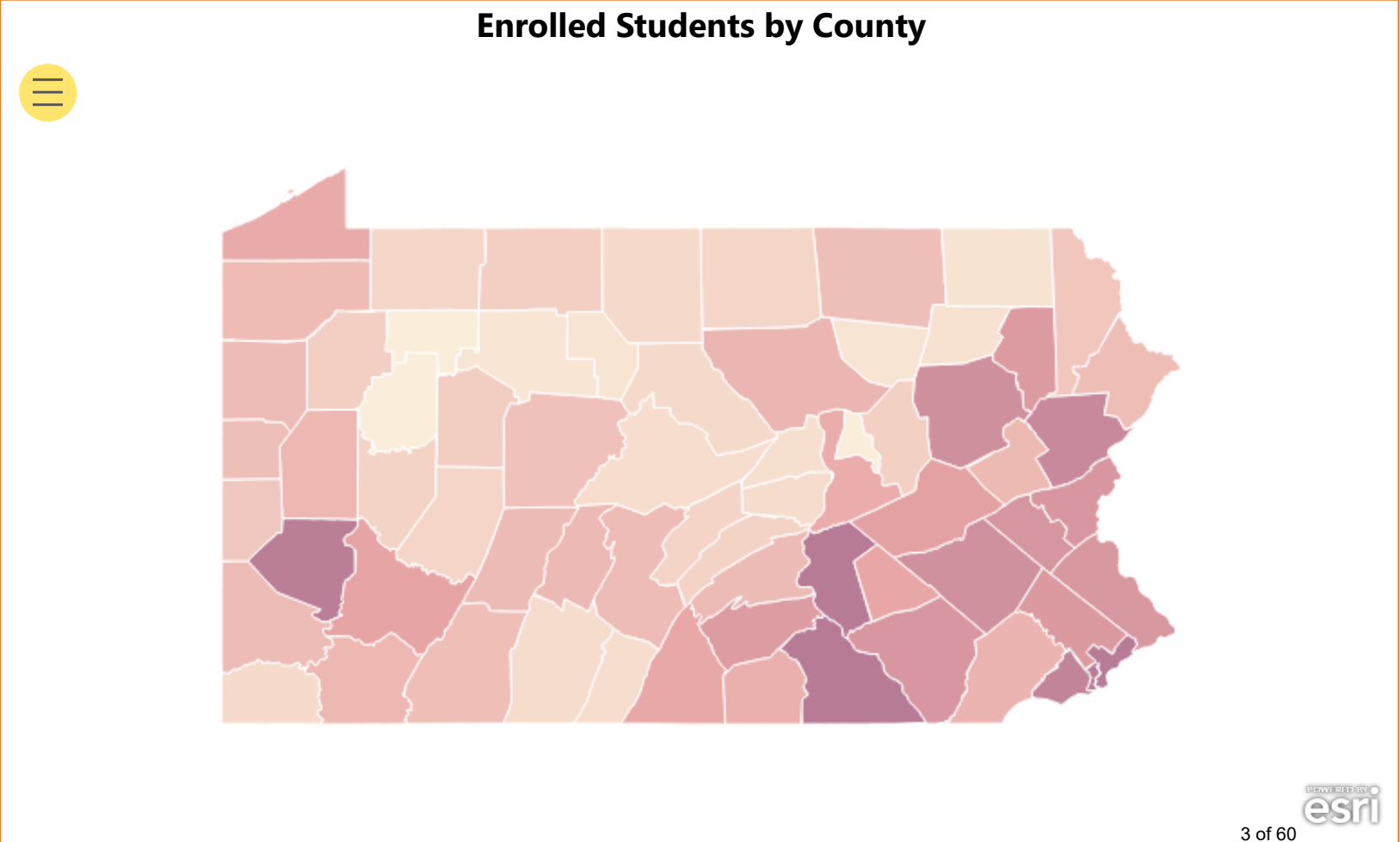
6466

Total YTD Enrolled

6520

Enrollment Services Complete (Stage 4)

7296



Reach Cyber Charter School

August 31, 2021

Current Enrollment Month-Over-Month Change

N/A

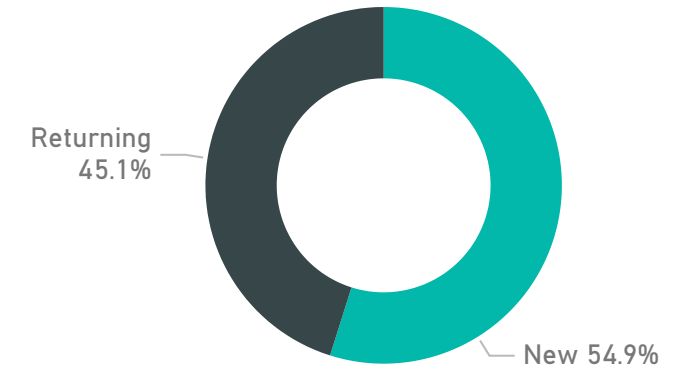
Current Enrollment Year-Over-Year Change

5%

New and Returning

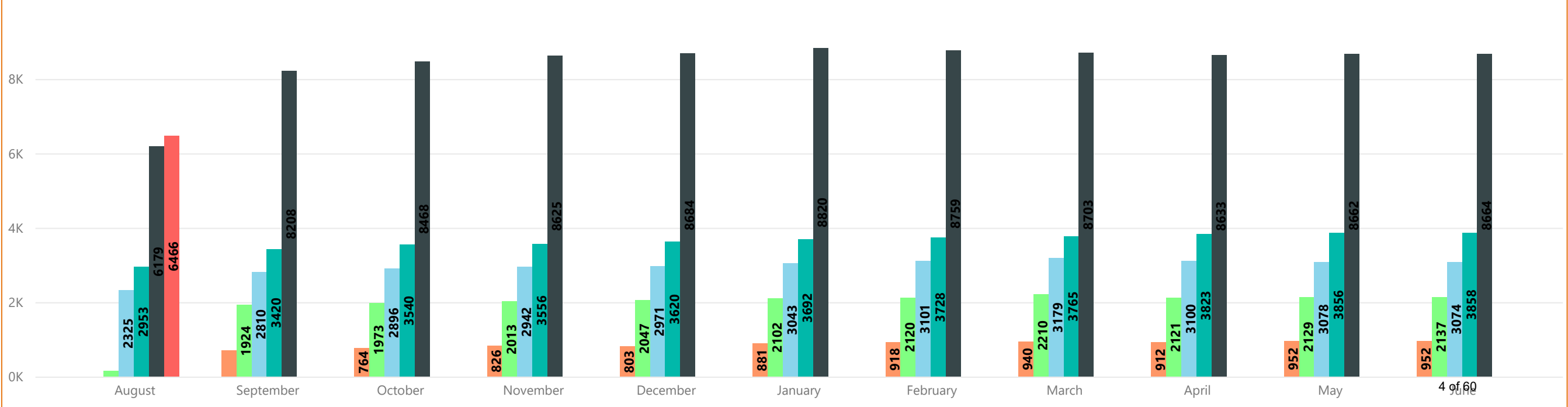


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

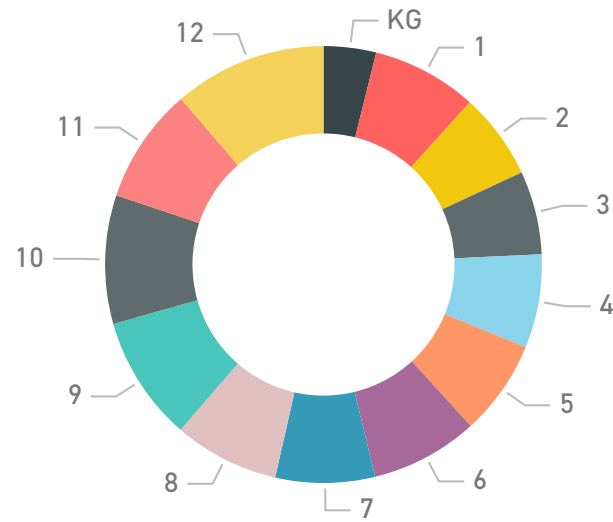
schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022



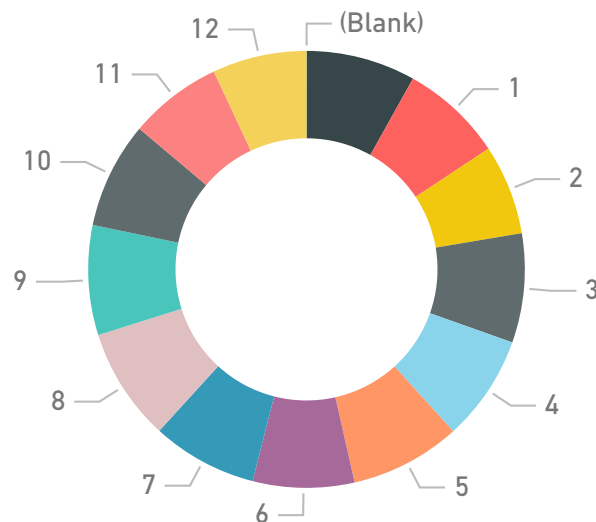
Reach Cyber Charter School

August 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



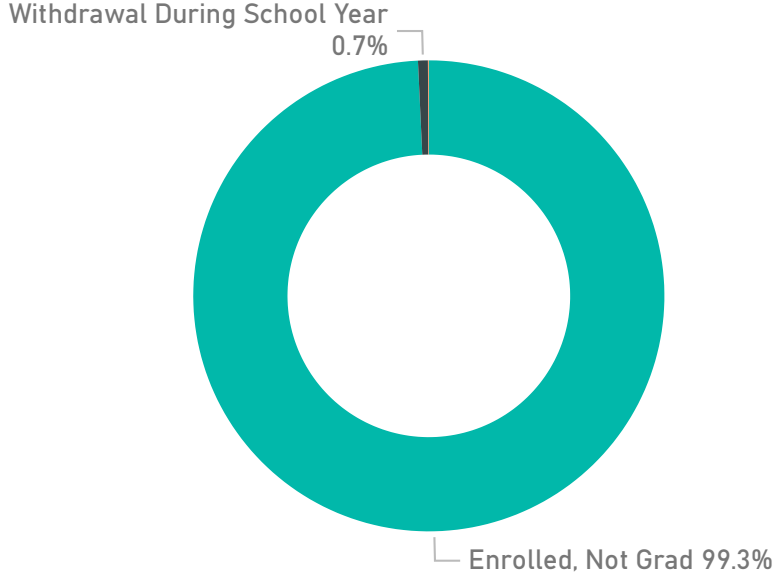
Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	1380	22%	1874	22%	1169	18%
KG	500	8%	749	9%	251	4%
1	468	8%	604	7%	504	8%
2	412	7%	521	6%	414	6%
3-5	1490	24%	1967	23%	1303	20%
3	499	8%	661	8%	399	6%
4	485	8%	612	7%	448	7%
5	506	8%	694	8%	456	7%
6-8	1463	24%	2113	24%	1495	23%
6	464	8%	667	8%	515	8%
7	482	8%	689	8%	476	7%
8	517	8%	757	9%	504	8%
9-12	1845	30%	2710	31%	2499	39%
9	502	8%	203	2%	599	9%
10	486	8%	718	8%	615	10%
11	426	7%	731	8%	554	9%
12	431	7%	1058	12%	731	11%
Total	6178	100%	8664	100%	6466	100%

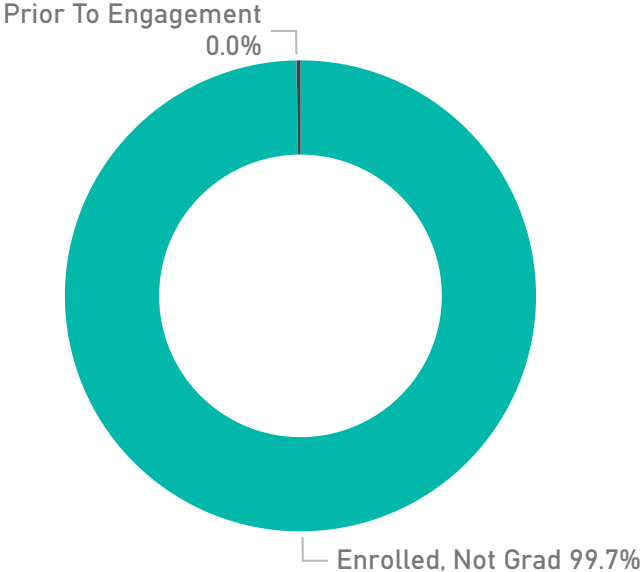
Reach Cyber Charter School

August 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	6180	100%	8664	80%	6472	99%
Graduated			57	1%	1	0%
Not Returning			3	0%		
Prior To Engagement	1	0%	87	1%	3	0%
Withdrawal During School Year	16	0%	2011	19%	44	1%
Total	6197	100%	10822	100%	6520	100%

Enrollment Services Complete (Stage 4)
7296

Reach Cyber Charter School

August 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	CurrentMonth
	1	27	
Another Reason		86	3
Deceased		1	
Different/Better Schooling Option (Not related to socialization)	6	569	16
Generally dissatisfied with curriculum/course options	1	17	
Inactivity		274	
No longer able to provide a Learning Coach	1	41	4
No Reason Given	1	103	
Program not flexible enough		32	1
Program takes too much of Learning Coach's time		110	3
Program takes too much of student's time		32	
Pursuing GED		17	
Required Documentation Incomplete		1	
Student wants more socialization		224	13
Technical Difficulties		5	
The curriculum is too hard		82	
Transition to virtual school too difficult		126	
Unhappy with the school		14	
We are moving	3	159	3
We have chosen to home school	3	91	1

My student wants t...

My student wan...

We are no longe...

The pro...

We are ...

Enrollment was i...

The pro...

We hav...

Reach Cyber Charter School

August 31, 2021

Household Data

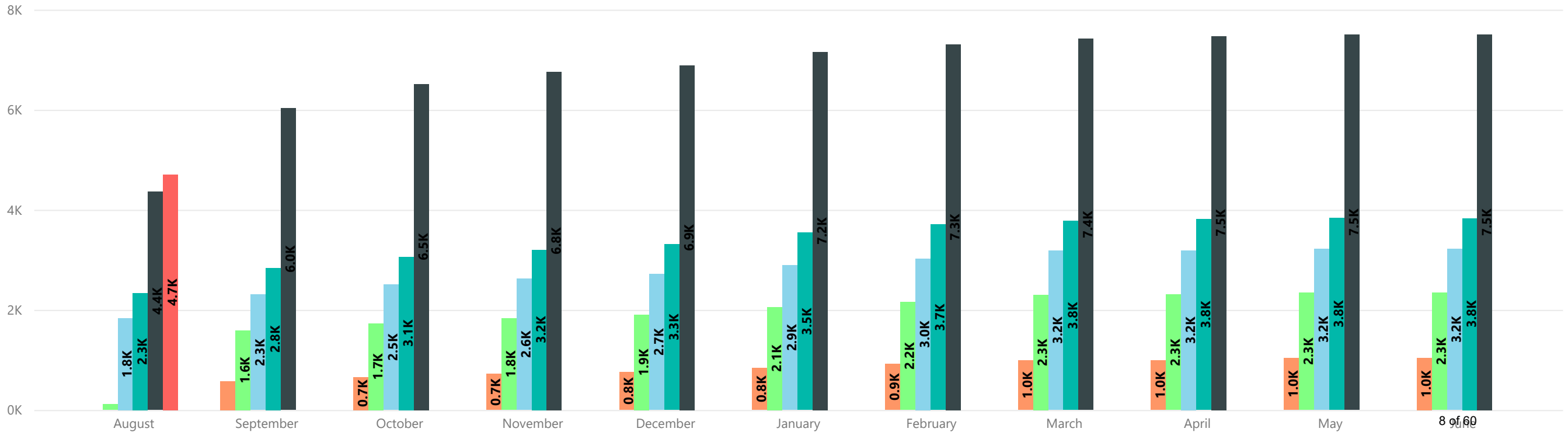
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	4349	6115	4673
Graduated		56	1
Not Returning		2	
WD During School Year	11	1458	39
WD Prior To Engagement	1	75	3

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.42	1.42	1.38

Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022



Reach Cyber Charter School

August 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	805	1160	965
Not Hispanic or Latino	5372	7502	5499

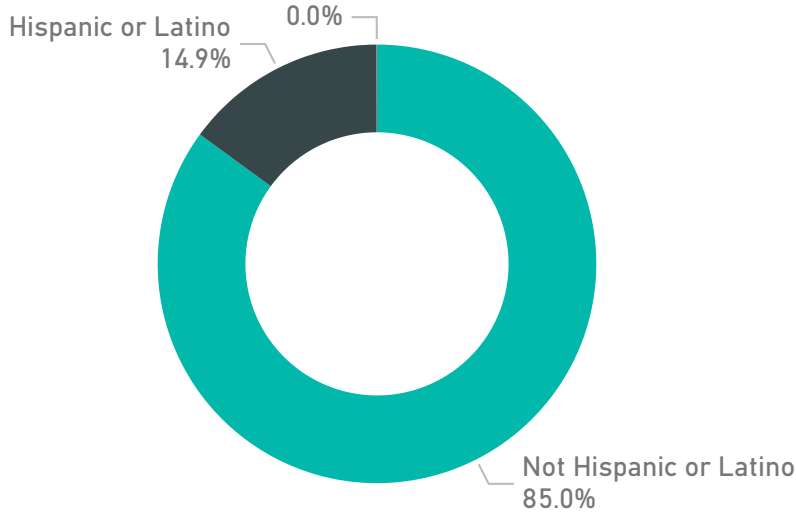
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	185	276	230
Asian	144	208	139
Black/African American	1582	2587	2121
Native Hawaiian or Other Pacific Islander	57	100	91
White	4786	6417	4604

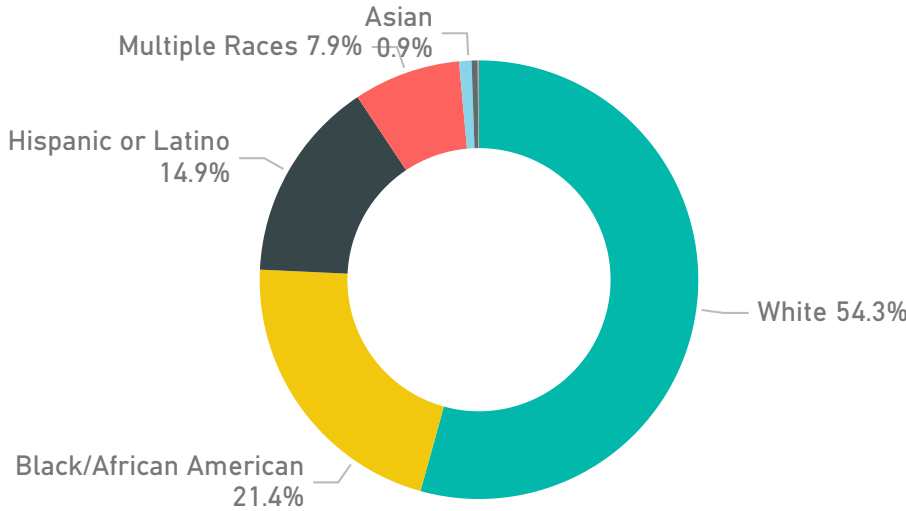
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	21	34	29
Asian	58	81	59
Black/African American	1038	1690	1386
Hispanic or Latino	805	1160	965
Multiple Races	417	663	510
Native Hawaiian or Other Pacific Islander	1	2	4
Not Indicated	2	2	2
White	3837	5032	3511

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Reach Cyber Charter School

August 31, 2021

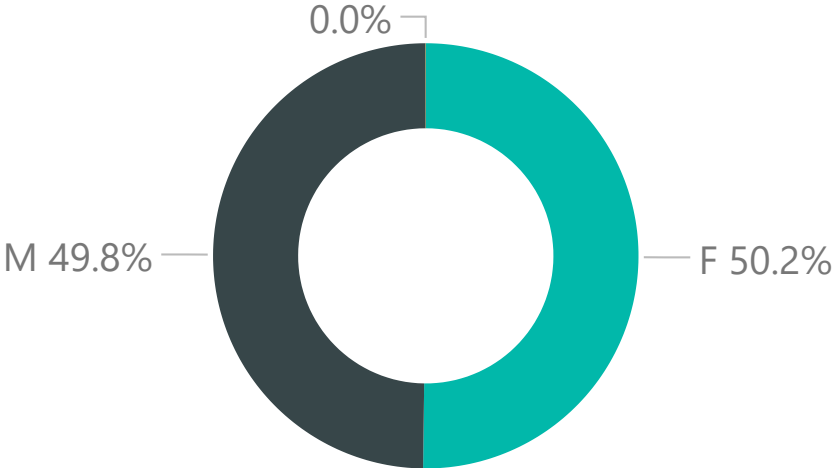
Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
		2	1
F	3223	4423	3246
M	2956	4238	3219
X		1	

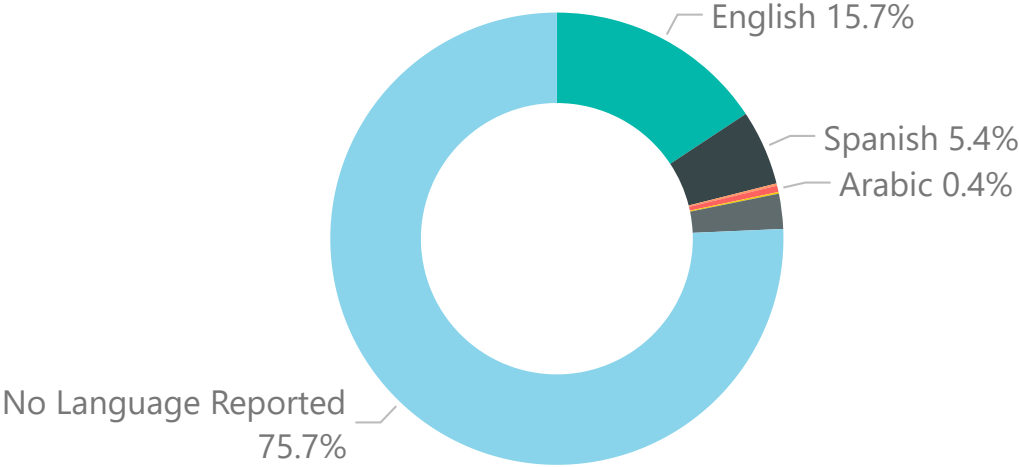
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	1006	1245	1015
Spanish	304	416	347
Russian	6	14	11
Arabic	24	39	29
Urdu	4	9	8
Another Language	147	217	162
No Language Reported	4688	6724	4894

Enrolled Students by Gender



Enrolled Students by Language

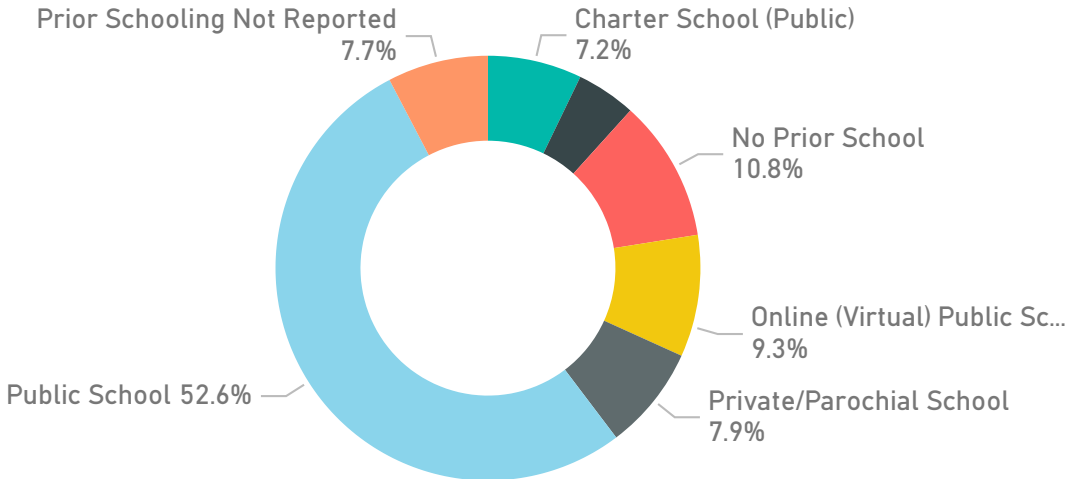


Reach Cyber Charter School
August 31, 2021

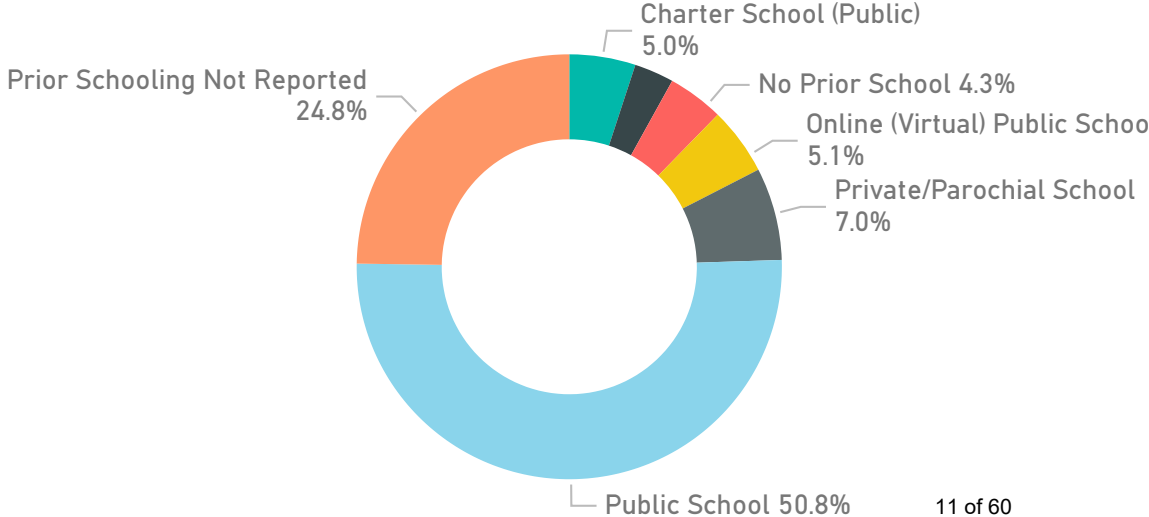
Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	311	488	463
Home School	186	326	293
No Prior School	263	1072	698
Online (Virtual) Public School	318	654	600
Private/Parochial School	435	797	512
Public School	3136	4923	3404
Prior Schooling Not Reported	1530	404	496

Prior Schooling
August 31, 2021



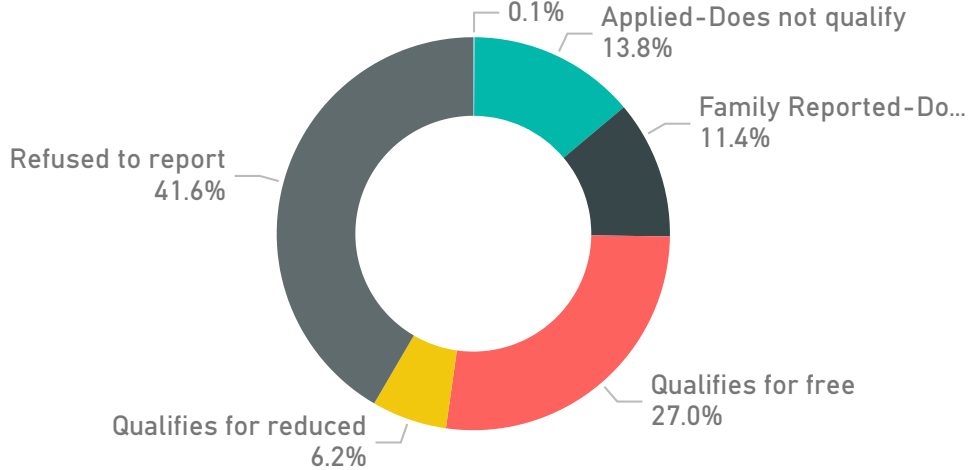
Prior Schooling
August 31, 2020



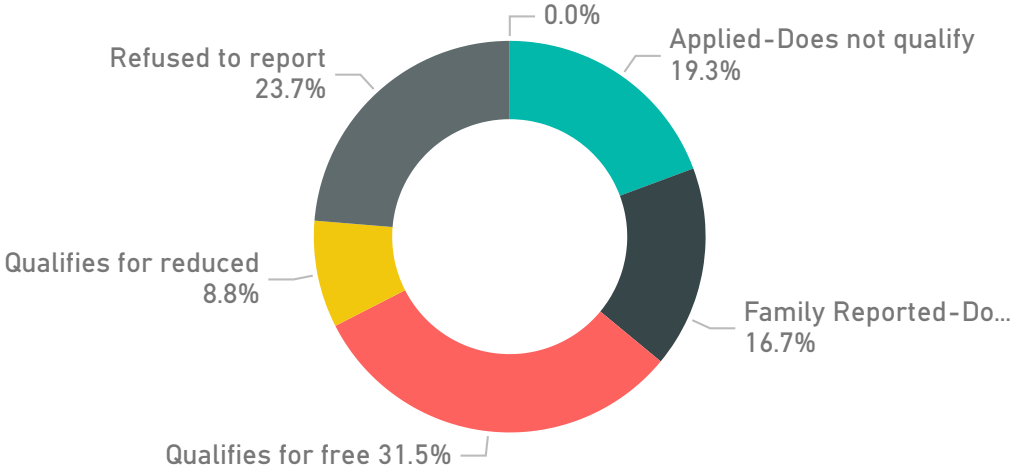
Reach Cyber Charter School

August 31, 2021

FARM Eligibility August 31, 2021

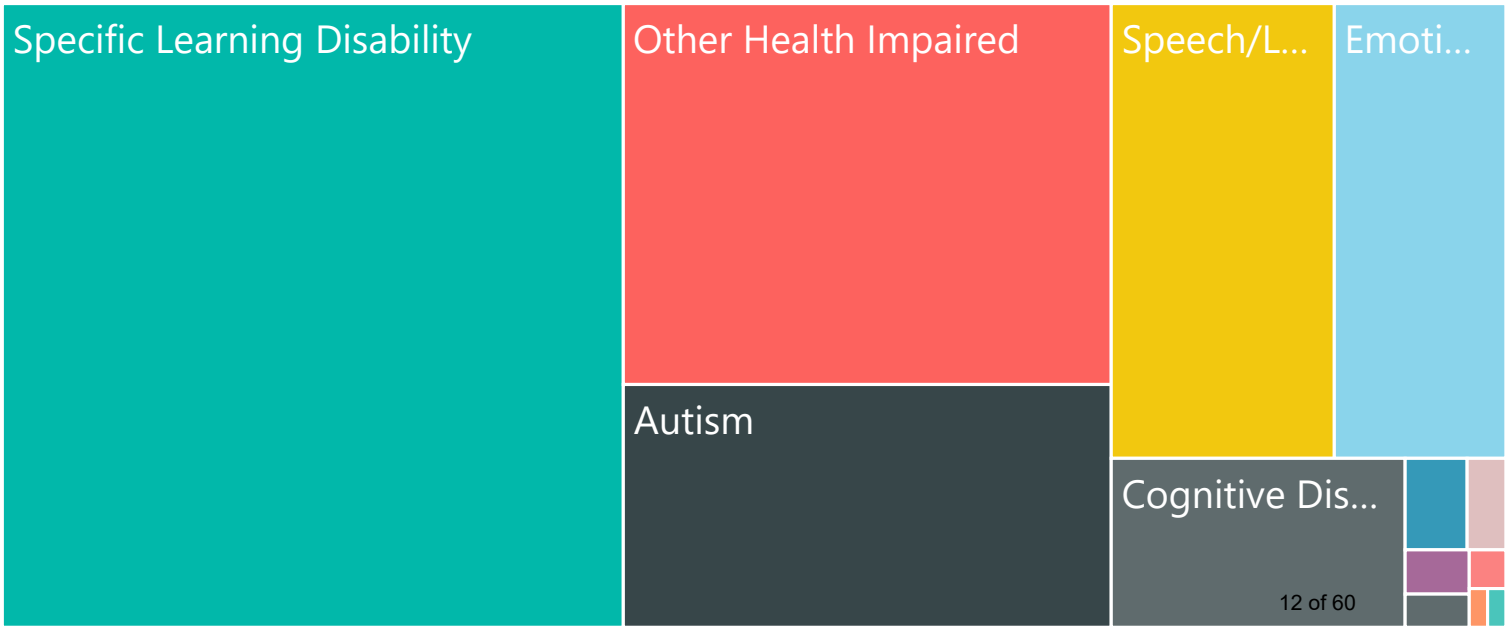


FARM Eligibility August 31, 2020



Disability

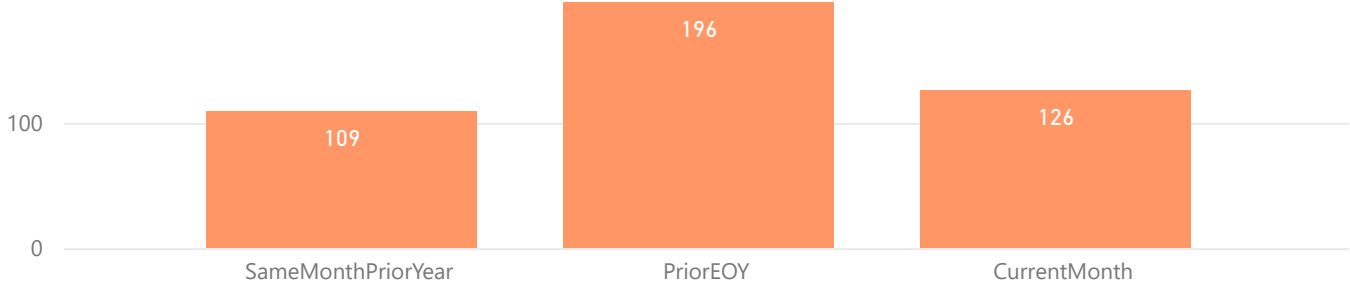
Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	110	193	167
Cognitive Disability	49	86	70
Developmentally Delayed			4
Emotionally Impaired	95	149	110
Hearing Impaired	7	12	8
Multiple Disabilities	1	3	2
Other	10	3	5
Other Health Impaired	191	330	262
Physical Disability	1		1
Specific Learning Disability	404	713	546
Speech/Language Impaired	103	203	143
Traumatic Brain Injury	1	2	1
Visually Impaired	3	5	3



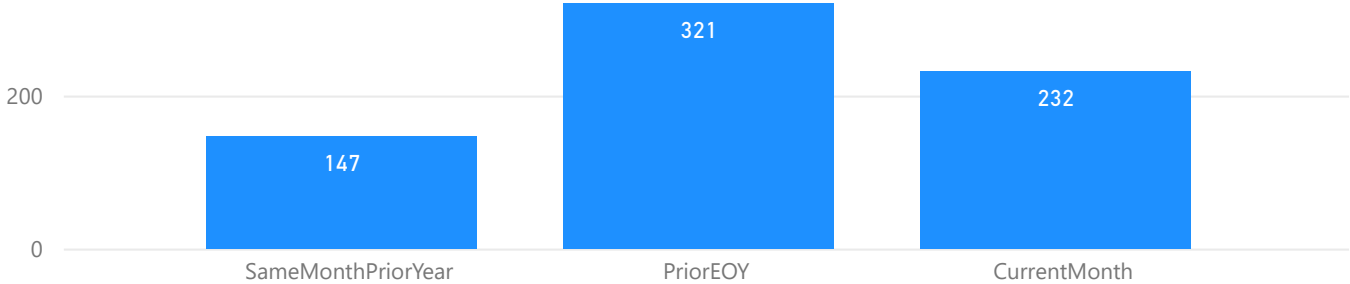
Reach Cyber Charter School

August 31, 2021

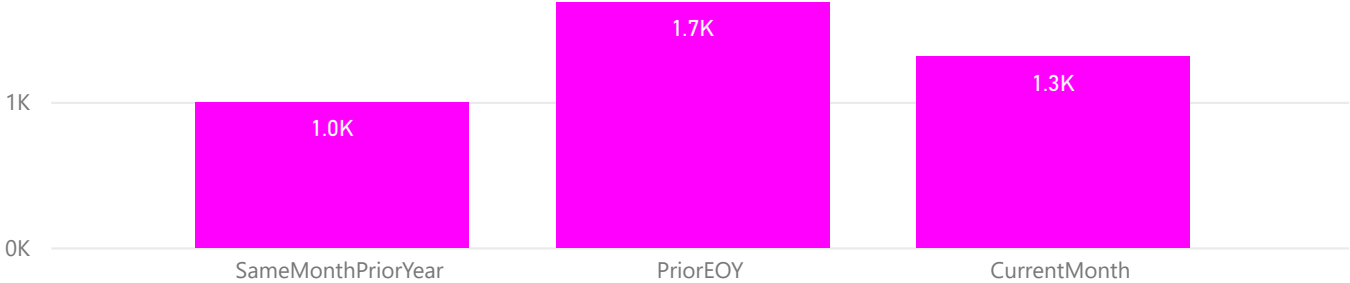
Gifted



Plan504



IEP



Currently Enrolled

6466

Gifted

2%

Plan504

4%

IEP

20%

Not in Special Population

75%

Reach Cyber Charter School

August 31, 2021

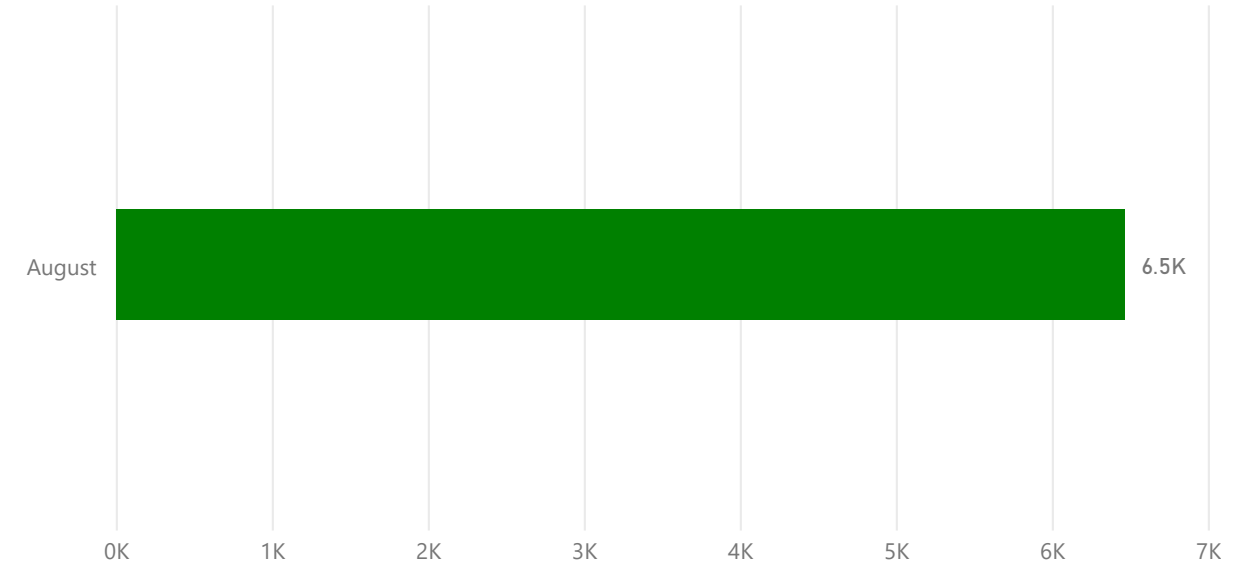
Contacts Per Week

ContactsPerWeekWithoutWebM... ● Met ● Not Met



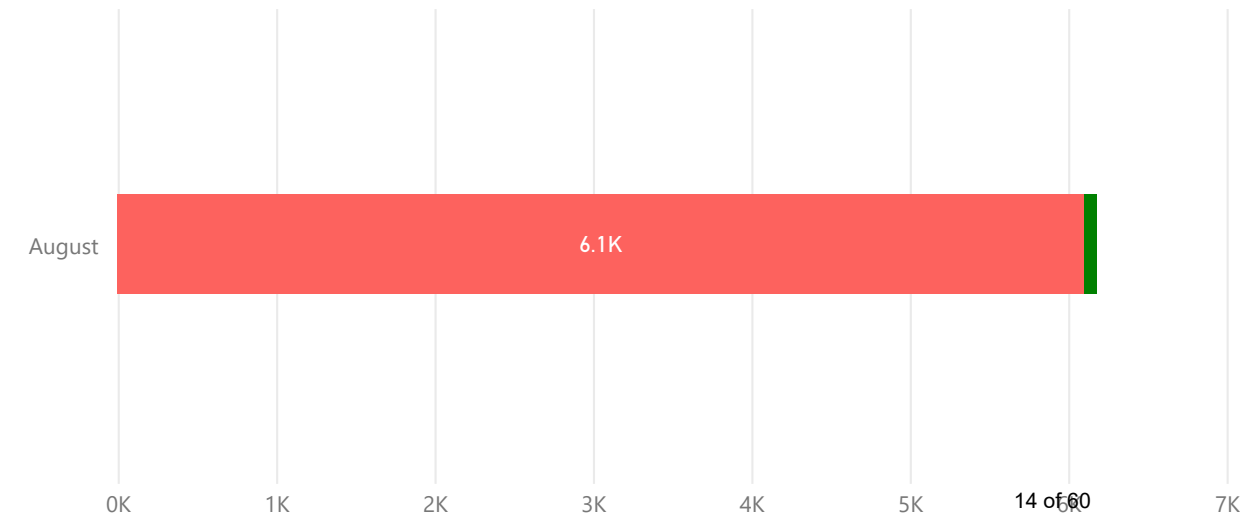
School Year: 2021-2022

AttendanceStatusAutomated ● On Track



School Year: 2020-2021

AttendanceStatusAutomated ● Exempt ● On Track



Currently Enrolled

6466

Reach Cyber Charter School

August 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	98%	87%
3-5	100%	97%	87%
6-8	100%	97%	86%
9-12	98%	98%	82%
Total	99%	97%	85%

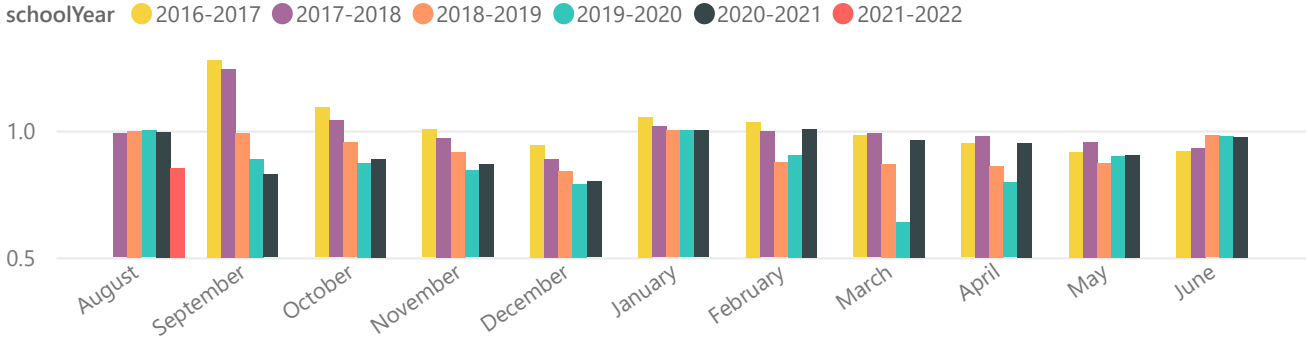
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	86%	88%	78%
3-5	74%	82%	74%
6-8	58%	78%	65%
9-12	57%	77%	55%
Total	61%	81%	62%

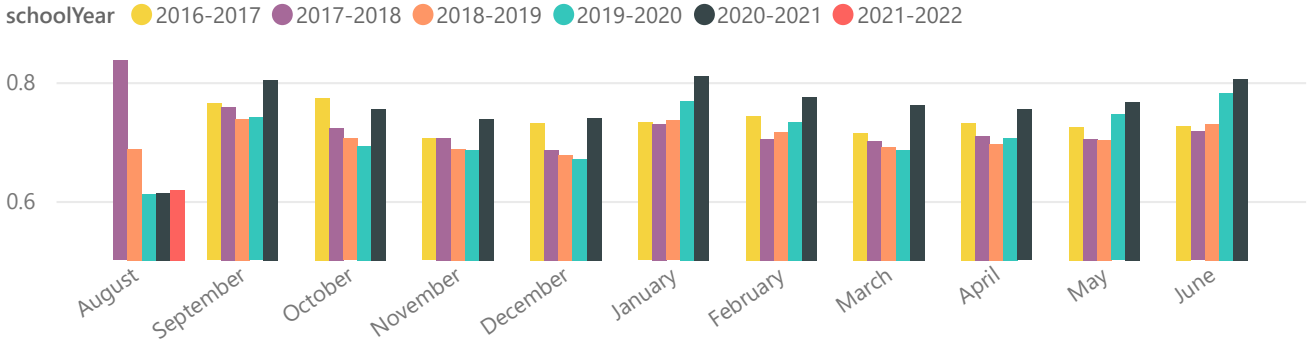
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	99%	104%	100%
3-5	99%	104%	100%
6-8	98%	103%	100%
9-12	97%	98%	100%
Total	98%	102%	100%

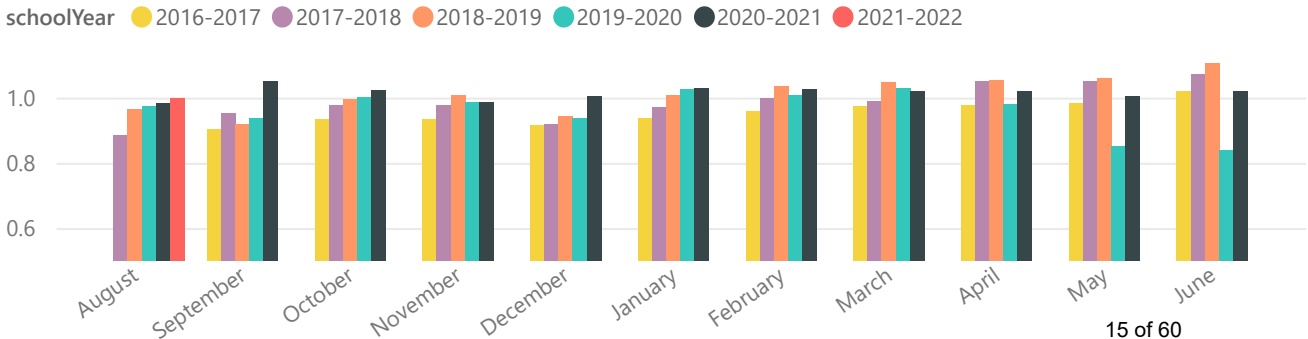
Average Total Participation



Average Total Performance



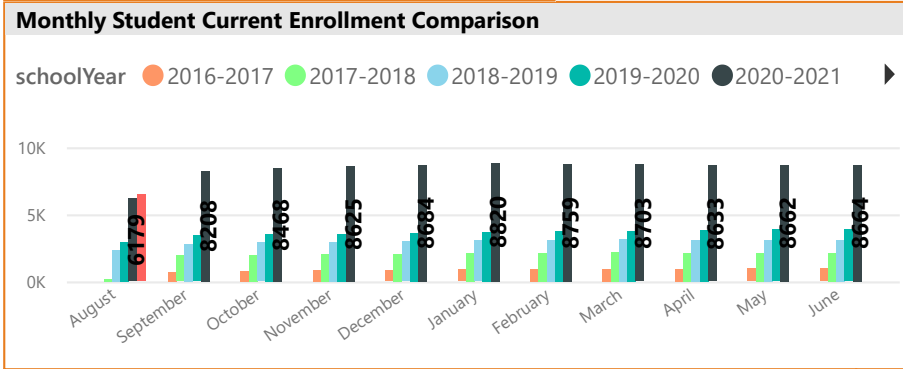
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
6466	6520
Enrollment Services Complete (Stage 4)	
7296	

Reach Cyber Charter School
August 31, 2021

Current Enrollment Month-Over-Month Change
N/A
Current Enrollment Year-Over-Year Change
5%



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	6180	100%	6472	99%
Graduated			1	0%
Prior To Engagement	1	0%	3	0%
Withdrawal During School Year	16	0%	44	1%
Total	6197	100%	6520	100%

New & Returning

ReportPeriod New or Returning	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New	3390	54.86%		
Returning	2789	45.14%	6466	100.00%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
	Active	4349
Graduated		1
WD During School Year	11	39
WD Prior To Engagement	1	3

Students Per Active Household

	SameMonthPriorYear	CurrentMonth
		1.42

Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	1380	22%	1169	18%
KG	500	8%	251	4%
1	468	8%	504	8%
2	412	7%	414	6%
3-5	1490	24%	1303	20%
3	499	8%	399	6%
4	485	8%	448	7%
5	506	8%	456	7%
6-8	1463	24%	1495	23%
6	464	8%	515	8%
7	482	8%	476	7%
8	517	8%	504	8%
9-12	1845	30%	2499	39%
9	502	8%	599	9%
10	486	8%	615	10%
11	426	7%	554	9%
12	421	7%	721	11%
Total	6178	100%	6466	100%

Withdrawal Reason

Withdrawal Reason	SameMont
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
The program takes too much of the Learning Coach's time.	
The program/schedule is not flexible enough.	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We are not satisfied with the school leadership.	
We have chosen to home school.	

**Reach Cyber Charter School
August 31, 2021**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
		1
F	3223	3246
M	2956	3219

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	110	167
Cognitive Disability	49	70
Developmentally Delayed		4
Emotionally Impaired	95	110
Hearing Impaired	7	8
Multiple Disabilities	1	2
Other	10	5
Other Health Impaired	191	262
Physical Disability	1	1
Specific Learning Disability	404	546
Speech/Language Impaired	103	143
Traumatic Brain Injury	1	1

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	109	126

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	147	232

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1006	1015
Spanish	304	347
Russian	6	11
Arabic	24	29
Urdu	4	8
Another Language	147	162
No Language Reported	4688	4894

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	1000	1314

Gifted	Plan504
2%	4%

IEP	Not in Special Population
20%	75%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	805	965
Not Hispanic or Latino	5372	5499

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	21	29
Asian	58	59
Black/African American	1038	1386
Hispanic or Latino	805	965
Multiple Races	417	510
Native Hawaiian or Other Pacific Islander	1	4
Not Indicated	2	2
White	3837	3511

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	185	230
Asian	144	139
Black/African American	1582	2121
Native Hawaiian or Other Pacific Islander	57	91
White	4786	4604

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	311	463
Home School	186	293
No Prior School	263	698
Online (Virtual) Public School	318	600
Private/Parochial School	435	512
Public School	3136	3404
Prior Schooling Not Reported	1530	496

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	1043	711
Family Reported-Does not qualify	923	618
Qualifies for free	1576	1331
Qualifies for reduced	454	314
Refused to report	1207	2166

Reach Cyber Charter School
August 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	351	576
Not Met	5753	5863

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Exempt	6100	
On Track	79	6466

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	87%
3-5	100%	87%
6-8	100%	86%
9-12	98%	82%
Total	99%	85%

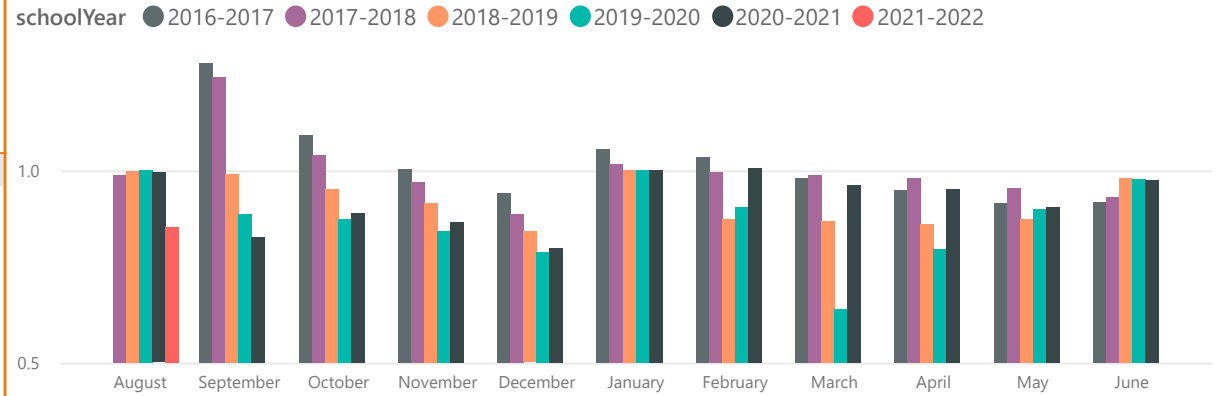
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	86%	78%
3-5	74%	74%
6-8	58%	65%
9-12	57%	55%
Total	61%	62%

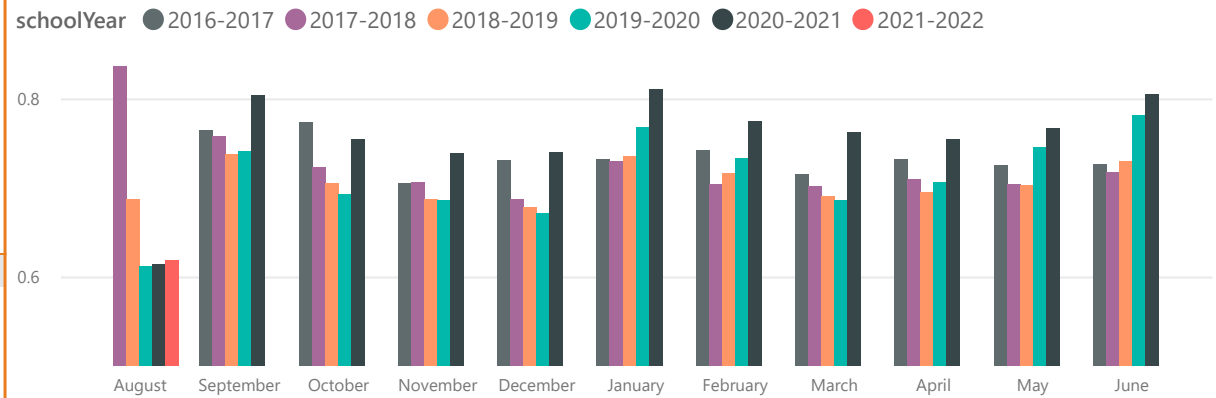
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	100%
3-5	99%	100%
6-8	98%	100%
9-12	97%	100%
Total	98%	100%

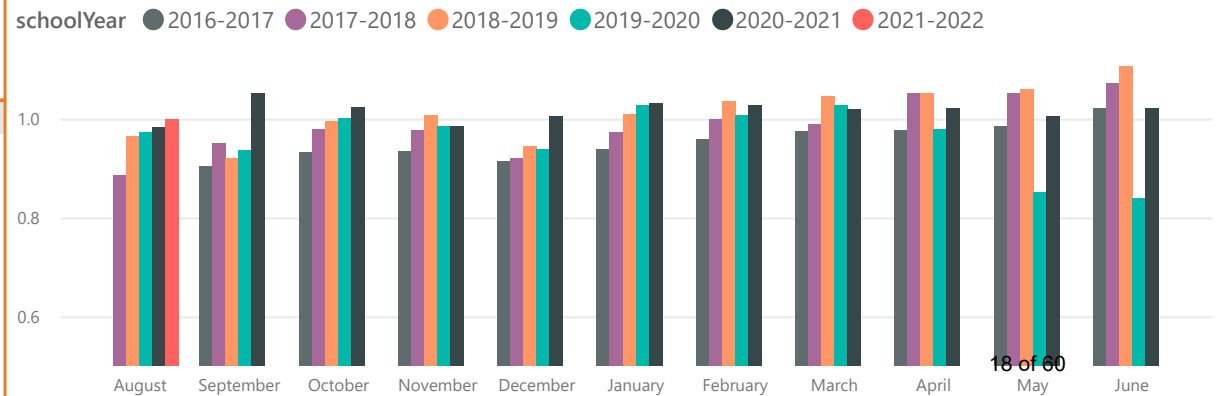
Average Total Participation



Average Total Performance



Average Total Attendance



**Reach Cyber Charter School
Balance Sheet- Unaudited
6/30/2021**

ASSETS:

Cash and Short Term Investments:

Checking Account	\$ 6,101,569
Money Market Account	\$ 16,573,274
Short Term Investment Account	\$ 25,000,000
Total Cash and Short Term Investments	<u>\$ 47,674,843</u>

Other Current Assets:

Local District Receivables- Current Year	\$ 10,881,316
State Program Receivables	\$ 62,000
Allowance for Doubtful Accounts	\$ (507,378)
Grant Receivables	\$ -
Prepaid Expenses	\$ 105,116
Total Other Current Assets	<u>\$ 10,541,054</u>

Other Assets:

Security Deposit	\$ 8,917
Total other Assets	<u>\$ 8,917</u>

Fixed Assets:

Property Plant & Equipment:

Computer Hardware	\$ 454,107
Equipment	\$ 24,382
Leasehold Improvements	\$ 223,325
Furniture	\$ 103,706
Accum Depr: Computer Hardware	\$ (92,232)
Accum Depr: Leasehold Improvements	\$ (113,608)
Accum Depr: Furniture	\$ (55,538)
Net Fixed Assets	<u>\$ 544,142</u>

TOTAL ASSETS **\$ 58,768,956**

LIABILITIES:

Current Liabilities:

Due to (from) Connections Academy	\$ 5,355,547
Accrued payroll, taxes, pension and withholdings payable	\$ 569,856
Accounts Payable	\$ 144,249
Due to Local Districts	\$ 65,915
Total Current Liabilities	<u>\$ 6,135,567</u>

TOTAL LIABILITIES **\$ 6,135,567**

FUND BALANCE:

Invested in Capital	\$ 544,142
Reserved Fund Balance	\$ 16,089,429
Undesignated Fund Balance	\$ 35,999,818
Total Fund Balance	<u>\$ 52,633,389</u>

TOTAL LIABILITIES AND FUND BALANCE **\$ 58,768,956**

Reach Cyber Charter School
Revenue and Expense Statement- Unaudited
For the Period Ending 6/30/2021

	YTD through May	June 2021	YTD Actual	Original 20/21 Budget	Current Annual Forecast
Forecasted Enrollment					
Forecasted ADM				4,165	8,484
Forecasted Total Enrollment				5,414	11,034
Forecasted Funded Enrollment				4,165	8,484
REVENUE:					
Local School District Funding:					
Regular Education	\$ 80,835,863	\$ 7,142,602	\$ 87,978,465	\$ 39,426,644	\$ 87,978,465
Special Education	\$ 39,675,928	\$ 4,166,363	\$ 43,842,291	\$ 20,846,882	\$ 43,842,291
State Funding- Department of Health	\$ -	\$ 61,049	\$ 61,049	\$ -	\$ 61,049
Federal & Other Program Funding:					
Title I-IV	\$ 1,289,399	\$ 129,748	\$ 1,419,147	\$ 1,376,304	\$ 3,269,790
IDEA-B	\$ 576,891	\$ -	\$ 576,891	\$ 621,613	\$ 576,891
CSI	\$ 57,692	\$ -	\$ 57,692	\$ 75,000	\$ 75,000
CARES	\$ 703,540	\$ -	\$ 703,540	\$ 728,580	\$ 733,580
E-Rate	\$ -	\$ -	\$ -	\$ 1,427	\$ 1,427
Interest Income	\$ 19,154	\$ 1,392	\$ 20,546	\$ 210,000	\$ 20,546
Student Activities and Other Income	\$ 5,096	\$ -	\$ 5,096	\$ 20,000	\$ 5,096
TOTAL REVENUE	\$ 123,163,561	\$ 11,501,155	\$ 134,664,717	\$ 63,306,450	\$ 136,564,135
PROGRAM EXPENSES:					
Compensation Expense					
Administration Staff	\$ 11,548,940	\$ 1,163,018	\$ 12,711,958	\$ 5,731,420	\$ 13,554,751
Instructional Staff	\$ 23,842,698	\$ 2,682,200	\$ 26,524,898	\$ 25,804,419	\$ 27,789,372
Total Compensation Expense	\$ 35,391,638	\$ 3,845,218	\$ 39,236,856	\$ 31,535,839	\$ 41,344,123
Fee Based Expenses					
Curriculum and Instructional Support Services - Upfront	\$ 4,312,177	\$ 369,750	\$ 4,681,927	\$ 2,301,091	\$ 4,681,927
Curriculum and Instructional Support Services - Monthly	\$ 8,929,050	\$ 1,126,060	\$ 10,055,110	\$ 4,872,899	\$ 10,055,110
Student Connexus License	\$ 4,807,950	\$ 606,340	\$ 5,414,290	\$ 2,623,868	\$ 5,414,290
Student Technology Assistance Services - Upfront	\$ 4,073,567	\$ 348,000	\$ 4,421,567	\$ 2,165,733	\$ 4,421,567
Student Technology Assistance Services - Monthly	\$ 4,327,155	\$ 545,706	\$ 4,872,861	\$ 2,361,482	\$ 4,872,861
Enrollment/Placement/Student Support Services - Upfront	\$ 5,340,605	\$ 457,200	\$ 5,797,805	\$ 2,842,524	\$ 5,797,805
Enrollment/Placement/Student Support Services - Monthly	\$ 2,060,550	\$ 259,860	\$ 2,320,410	\$ 1,124,515	\$ 2,320,410
School Operations Support Services	\$ 4,464,525	\$ 563,030	\$ 5,027,555	\$ 2,436,449	\$ 5,027,555
Professional Development Services	\$ 569,250	\$ 75,000	\$ 644,250	\$ 399,375	\$ 644,250
School Staff Support Services	\$ 1,252,350	\$ 165,000	\$ 1,417,350	\$ 878,625	\$ 1,417,350
Direct Course Instruction Service	\$ 302,486	\$ -	\$ 302,486	\$ 96,000	\$ 302,486
Short Term Sub Teaching Services	\$ 170,748	\$ 25,200	\$ 195,948	\$ 140,000	\$ 195,948
Facilities Support Services	\$ 22,917	\$ 2,083	\$ 25,000	\$ 25,000	\$ 25,000
Total Fee Based Expenses	\$ 40,633,330	\$ 4,543,229	\$ 45,176,560	\$ 22,267,561	\$ 45,176,560
Other School Expenses:					
Instructional Programs	\$ 4,912,558	\$ 569,690	\$ 5,482,248	\$ 5,938,681	\$ 5,482,248
Administration and Support	\$ 3,858,142	\$ 1,129,284	\$ 4,987,426	\$ 2,386,720	\$ 4,987,426
Total Other School Expenses	\$ 8,770,700	\$ 1,698,974	\$ 10,469,674	\$ 8,325,401	\$ 10,469,674
TOTAL PROGRAM EXPENSES	\$ 84,795,669	\$ 10,087,421	\$ 94,883,090	\$ 62,128,801	\$ 96,990,357
Net Increase (Decrease)	\$ 38,367,893	\$ 1,413,734	\$ 39,781,627	\$ 1,177,649	\$ 39,573,778
Adjustment for capitalized assets and depreciation			\$ (334,459)		
Beginning Fund Balance Not Invested in Capital			\$ 12,642,079		
Ending Fund Balance Not Invested in Capital			\$ 52,089,247		
Fund Balance Invested in Capital			\$ 544,142		
TOTAL ENDING FUND BALANCE			\$ 52,633,389		



**Reach Cyber Charter School
MINUTES OF THE RESCHEDULED BOARD OF DIRECTORS MEETING**

Monday, August 23, 2021 at 4:00 p.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlJmNkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

At Mr. Taylor's request, Mr. Harford called the meeting to order at 4:02 p.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Joe Harford, Gail Hawkins Bush, Paul Donecker, and Dave Biondo (via phone and videoconference);

Guests: Cody Smith, School Staff (in person at the school); Jane Swan, School CEO, J.D. Smith, Karen Yeselavage, Corey Groff, Andy Gribbin, LeeAnn Ritchie, Greg McCurdy, Erica Carroll, Alicia Swope, Maurine Hockenberry, Michael Hinshaw, Kelley McConnell, Lisa Blickley, Stephanie Bost, Katherine Rutkowski, Rachel Graver, and Scott Stuccio, School Staff; Pat Hennessey, Board Counsel; Laura Johnson, Melissa Brown, Emily Lee and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time. The Board briefly discussed some challenges one person had with the teleconference line at the start of the call, and the possibility of an effect on public participation; the meeting proceeded after all attendees but the individual mentioned indicated no issues.

III. Routine Business

a. Approval of Agenda

Mr. Harford 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 August 23, 2021 Rescheduled Meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

[Ms. Hennessey joined the meeting at 4:05 p.m.]

IV. Oral Reports

a. CEO's Report

Ms. Swan introduced Ms. Blickley to the Board and advised that she would review the Employee Handbook with the Board.

i. Employee Handbook Highlights

Ms. Blickley presented this item to the Board, providing an overview of proposed policy changes from the previous Employee Handbook. Ms. Blickley discussed the Tuition Reimbursement policy, advising of the grade that must be earned in order to be provided reimbursement. The Board discussed the addition of a plus and minus grade on the scale in the Tuition Reimbursement Policy. Ms. Blickley then discussed the Paid Time Off (PTO) Policy and advised of the combination of all forms of PTO, which will create tracking efficiency without any change of PTO available for employees. She finally advised of updated Leave of Absence policies and changes to financial aid for adoption.

V. Consent Items

Mr. 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 changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the May 19, 2021 Board Meeting;
- b. Approval of Minutes from the June 16, 2021 Annual Board Meeting;
- c. Approval of Minutes from the July 28, 2021 Special Board Meeting
- d. Approval of Staffing Report;
- e. Approval of Pearson Invoice(s) for June (# 91000008542);
- f. Approval of Employee Handbook
- g. Approval of MOU with Steelton Entertainment Project;
- h. Approval of Renewal MOUs with local colleges/universities/institutions; and
 - i. Da Vinci Science Center
 - ii. Franklin Institute
 - iii. Carnegie Museums
 - iv. Carnegie Science Center
 - v. ABC 27 Weather
- i. Approval of S.T.E.M. Kit Logistics; are hereby approved.

The motion passed unanimously.

VI. **EXECUTIVE SESSION- Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee**

The Board entered into an Executive Session at 4:29 p.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee. Board members present were: David Taylor, Gail Hawkins Bush, Dave Biondo, Paul Donecker and Joe Harford. Guests present

at the request of the Board were: Jane Swan and Pat Hennessey. All others left the meeting at this time.

The Board discussed personnel matters.

[Mr. Taylor left the meeting at 5:20 p.m.]

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 5:21 p.m. No action was taken during Executive Session.

[Mr. C. Smith, Mr. J. Smith, Ms. Yeselavage, Mr. Groff, Mr. Gribbin, Ms. Ritchie, Mr. McCurdy, Ms. Carroll, Ms. Swope, Ms. Hockenberry, Ms. McConnell, Ms. Blickley, Ms. Bost, Ms. Rutkowski, Ms. Graver, Mr. Stuccio, Ms. Johnson, Ms. Brown, Ms. Lee and Ms. Arthur rejoined the meeting at 5:21 p.m.]

VII. Approval of School CEO Compensation for the 2021-2022 School Year

Mr. Harford reminded the Board of the discussion held in Executive Session regarding the School CEO's performance and the recommended compensation for the upcoming school year. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the School CEO compensation for the 2021-2022 school year in the amount of \$200,000.00, as discussed, is hereby approved.

The motion was approved unanimously.

The Board advised of their intent to hear all information items/oral reports remaining on the agenda with the exception of the In-Person Retreat Planning Update at the September meeting.

[Mr. Biondo left the meeting at 5:24 p.m.]

VIII. Information Items/Oral Reports

a. CEO Report

This item was not discussed.

i. Back to School Activities

This item was not discussed.

ii. Staffing and Hiring Update

This item was not discussed.

iii. Enrollment Update

This item was not discussed.

b. Financial Report

This item was not discussed.

i. Unaudited 2020-2021 Financial Results

This item was not discussed.

c. School Success Partner (SSP) Update

This item was not discussed.

i. Pearson Support Team Updates

This item was not discussed.

d. Academic Success Partner (ASP) Update

This item was not discussed.

i. Key School Metrics

This item was not discussed.

e. Board Relations Update

Ms. Arthur presented this item to the Board.

i. School Handbook re Technology

This item was not discussed.

ii. In-Person Retreat Planning Update

Ms. Arthur advised of accommodations for the upcoming in-person retreat and noted that additional details would be disseminated via email.

IX. Strategic Planning Updates

This item was not discussed.

X. Adjournment and Confirmation of Next Meeting – Wednesday, September 15, 2021 at 9:00 a.m. at Lake Raystown Resort

Mr. Harford inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is September 15, 2021, to be held at Lake Raystown Resort, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 5:26 p.m., is hereby approved.

The motions passed unanimously.



Pearson

INVOICE

Customer Bill-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

**Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
POAadmissions@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000008689
Date : 01-SEP-2021
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82056698
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION	
Net Amount : USD \$1,438,478.74	Make Checks Payable to:	
Tax Total : USD \$0.00	Pearson Online & Blended Learning	
Invoice Total : USD \$1,438,478.74	32369 Collection Center Drive	
Amount Due : USD \$1,438,478.74	Chicago, IL 60693-0323	
	Bank Wire to:	
	Bank Name	: Bank of America N A
	Bank Address	:
	ABA ACH No	: 071000039
	ABA Wire No	: 026009593
	SWIFT Code	: BOFAUS3N
	A/C No	: 8188290225
	Bank Account Name	: Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000008689							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056698	REACH	Direct Charges	2		1,405,408.33	0.00	1,405,408.33
82056698	REACH	Pass Through	10		33,070.41	0.00	33,070.41

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$1,438,478.74	\$0.00	\$1,438,478.74



Pearson

INVOICE

Customer Bill-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

**Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
POAadmissions@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000008731
Date : 09-SEP-2021
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82056698
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION
Net Amount : USD \$1,444,330.60	Make Checks Payable to: Pearson Online & Blended Learning 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$0.00	Bank Wire to:
Invoice Total : USD \$1,444,330.60	Bank Name : Bank of America N A
Amount Due : USD \$1,444,330.60	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000008731							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056698	REACH	Direct Charges	2		1,405,183.34	0.00	1,405,183.34
82056698	REACH	Pass Through	5		39,147.26	0.00	39,147.26

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$1,444,330.60	\$0.00	\$1,444,330.60



September 8, 2021

To: Reach Cyber Charter School Board of Trustees
From: Erin Erdley, Supervisor Finance and Budget Analyst, Federal Programs Support
Subject: Approval of Parent and Family Engagement Policy

Attached please find the updated Parent and Family Engagement Policy for Reach Cyber Charter School. This policy is to fulfill the requirements for legal compliance under the regulations for the federal Title I, Part A program. This was reviewed by School Leader, Jane Swan. Thank you.

Attachment: Parent and Family Engagement Policy
cc: Jane Swan

Parent and Family Engagement Policy: Reach Cyber Charter School

GENERAL EXPECTATIONS

Introduction

Parent and family involvement and engagement are critical to the success of Reach Cyber Charter School and integral to improving student academic achievement. Parents serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. Parents have access to their student's Grade Book at any time by logging into the school's proprietary education management system (EMS). This provides parents with transparency into their student's academic performance on a day-to-day basis.

This document explains how Reach Cyber Charter School will put into operation programs, activities, and procedures for involving parents in its Title I, Part A programs, consistent with Section 1010 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating students consistent with Section 1010 of the ESSA. This document also explains how the school provides opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to participate. The school provides information and school reports required under the ESSA in an understandable and uniform format (including alternative formats upon request) and, to the extent practicable, in a language parents understand. The school involves parents of students served by the Title I, Part A program in decisions about how Title I, Part A funds reserved for parent involvement are spent.

If the plan for Title I, Part A, developed under Section 1006 of the ESSA, is not satisfactory to the parents of participating students, the school will submit any parent comments with the plan when the school submits the plan to the Pennsylvania Department of Education.

Accompanying this Parent and Family Engagement Policy is Reach Cyber Charter School's *School-Parent Compact*.

A Description of How Reach Cyber Charter School Will Implement Required Parent and Family Engagement Policy Components

Reach Cyber Charter School builds the school's and parent's capacity for strong parent involvement. This ensures effective involvement of parents and supports a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described herein.

1. Reach Cyber Charter School provides assistance to parents in understanding topics such as Pennsylvania's academic content and academic achievement standards, state and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators. The school provides materials and training to help parents work with their student to improve their student's academic achievement and using technology, as appropriate, to foster parent involvement.

- During the school year, teachers and parents communicate regularly via WebMail, telephone, and LiveLesson™ sessions. Teachers formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.
- Parents have the opportunity to be intimately familiar with their students' progress on a day-to-day basis. The school's unique EMS technology platform ensures that all parents have access to complete data about their children's learning on a 24/7 basis. In EMS, parents view, in real time, an indicator of whether their student is on track and making adequate progress. Students who are not on track are identified as "approaching alarm" or on "alarm" if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The school contacts the parent of any student in "alarm" or "approaching alarm" by WebMail, and when on "alarm," by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track." Parents are also provided with frequent reports on their student's progress. For students who are struggling, school staff meet weekly at staff meetings to develop an intervention plan that directly involves the student's parent.
- Materials to encourage parent involvement are provided (with no cost to the family) including online training, a handbook, and school newsletters. Daily lesson plans are accessible 24/7 and enable parents to review and understand the objectives of each lesson so that they can support their student's learning effectively. The teaching and administrative staff and curriculum and technical support staff are also available via WebMail or telephone to provide required assistance and advising support.
- Reach Cyber Charter School provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support. The school's specific training and support efforts include a Parent Orientation to familiarize parents with the features and components of EMS. The training also includes building an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student performance.
- Reach Cyber Charter School holds parent-teacher welcome calls during which the School-Parent Compact is discussed as it relates to the individual child's achievement. If there are performance concerns, or if students are falling behind

and in escalation, the student's teacher contacts parents via phone and/or WebMail and includes other teaching or administrative staff as needed. The call focuses on the student's performance and what actions need to occur to get the student back "on-track". Teachers may also set up an in-person meeting to discuss any student or parent concerns and to work collaboratively to set goals and identify a timeline for improvement.

- Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips, serve as community coordinators, assist with student activities, serve on the school's Board of Directors and/or Parent Advisory Committee as well as participate in Title I planning meetings. Parents, Caretakers, and families may volunteer at the school, however, volunteering is not required.

2. Reach Cyber Charter School involves the entire school staff, parents, and students in the joint development of its Parent and Family Engagement Policy and School-Parent Compact for improved student academic achievement under Section 1006 of the ESSA and to build and develop a partnership with parents in the process of school review and improvement to help children achieve Pennsylvania's high standards under Section 1010 of the ESSA.

At least one meeting is held annually, with the option to participate via telephone or LiveLesson session, to discuss the Parent and Family Engagement Policy and School-Parent Compact. Further feedback is solicited through multiple avenues, including the "feedback" link on EMS, phone, WebMail, monthly school newsletters, field trips and back-to-school activities, and other parent-oriented activities. The EMS contains a rating system that allows parents to rate and comment on each lesson in which they engage from a low of one star to a high of five stars. The Board intends to maintain at least one parent representative among its members. The school also surveys parents each year in order to evaluate the school on a number of criteria, including student progress, teacher support, and the quality of curriculum.

3. Evaluation of the Parent and Family Engagement Policy and School-Parent Compact

Reach Cyber Charter School conducts an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A plan. The evaluation includes identifying barriers to greater participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school uses findings of the evaluation of its Parent and Family Engagement Policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies. Evaluation methods include:

- Hold at least one annual meeting, with the option to participate via telephone or LiveLesson

- Administer an annual parent satisfaction survey which includes questions about academic interventions.
- Solicit feedback through multiple avenues, including the “feedback” link on EMS, telephone, newsletters, and WebMail

4. Reach Cyber Charter School educates its teachers, principals, and other staff on how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents; and on how to implement and coordinate parent programs and build ties between parents and schools.

Reach Cyber Charter School is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on academic standards. Reach Cyber Charter School provides teacher training and professional development programs to equip teachers with the following:

- A working knowledge of the Connections Academy® curriculum.
- How to communicate and work effectively with parents/families.
- How to utilize and navigate the tools in EMS
- How to develop personalized learning plans and individualize instructional programs, including communicating with parents regarding instruction.
- Review of the different forms of assessment and how to utilize test results to guide instruction.
- Knowledge of school processes and policies.
- How on-site staff and virtual teachers work collaboratively in the best interest of each student.

5. Reach Cyber Charter School ensures that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of all participating children, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format and language parents can understand (including alternative formats upon request) and, to the extent practicable, in a language the parents can understand.

- Reach Cyber Charter School makes effective use of all available technologies to distribute information to parents.
- In addition, parents are encouraged to set up conferences to discuss their student's performance.
- Regular newsletters announce upcoming school events and are available online to all parents.
- Certain critical communications may also be provided in print format. For example, the parent training modules are available in print as well as online, and official communications from the school about compliance or discipline issues are also provided via hard-copy mail upon request.
- The school also develops and makes available, via EMS, a school handbook that details all policies and procedures specific to the school. Translation of materials or

availability of materials in other formats (e.g., for those who have difficulty with their vision) are made available upon request.

6. Reach Cyber Charter School builds the school's and parent's capacity for strong parent involvement to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities.

As a virtual learning school, Reach Cyber Charter School is able to use technology and the working partnership between parents and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick-and-mortar classroom can readily interact through our online tools and resources. Reach Cyber Charter School makes every effort to provide information in an understandable language and format so that parents can actively participate in their student's schooling.

7. Reach Cyber Charter School provides parents of students receiving Title I services reasonable access to staff and opportunities to volunteer, participate, and observe their child's lessons. The school also provides other reasonable support for parent involvement activities as parents may request.

- Students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings. Teachers use the telephone quite extensively in communicating with students and parents.
- WebMail is the proprietary private email system included in EMS. WebMail is a "closed" system. Students, parents, and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
- Once enrolled, families have access to an area of EMS called the Message Boards. These boards contain moderated conversations between parents, students, teachers, and specialists. All members can access and review these boards. Parents can choose to limit their student's access to the boards by going to the student's Student Information Form and making the appropriate adjustments.
- Other examples of support to be provided for parent involvement activities include, but are not limited to: providing multiple ways to attend meetings (face-to-face, phone, LiveLesson sessions, and recordings), translating materials upon request, and holding one-on-one meetings and so forth.

PART IV. ADOPTION

This Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs, as evidenced by agenda and minutes of annual parent meetings.

This policy was adopted by the Board of Directors of Reach Cyber Charter School on the date signed below and will be reviewed annually.

_____ (Signature of Authorized Official)

_____ (Date)

Reach Cyber Charter School Parent Compact

Parents, students, and the entire school staff have a shared responsibility to help students achieve academic success. This compact lists mutual responsibilities for attaining the school's mission. This compact, signed by a school representative, a parent and the student, is in effect until revoked.

Reach Cyber Charter School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the students, and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Pennsylvania's high standards.

Reach Cyber Charter School Commitments

- Involve parents in planning, reviewing, and improving the school's parental and family engagement policy, in an organized, ongoing, and timely way.
- Involve parents in developing the school-wide program plan, in an organized, ongoing, and timely way.
- Hold at least one annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide opportunities (upon request) for regular meetings so that parents can provide suggestions, and participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the state assessments in at least math, language arts, and/or reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet state-specific teacher effectiveness requirements.

Parent/Guardian Commitments

I understand that my participation in my child's education will positively impact his/her achievement and attitude. Therefore, I will do my best to:

- Ensure that my child participates in school regularly.
- Establish a time and quiet place for my child to complete schoolwork.
- Ensure that my child participates in all required state testing
- Support the school in its efforts to maintain proper discipline.
- Read school communications and respond when necessary.
- Attend school functions, support school activities, and make every effort to maintain regular contact with my child's teachers.
- Actively participate in decisions relating to the education of my child.
- Show an interest in my child's well-being and encourage my child to do his/her best.
- Share information and concerns about my child and about the school, and work together with the school to resolve problems.

Student Commitments

I know that my education is important and that I am responsible for my success. Therefore, I will do my best to do all of the following:

- Participate in school regularly and be prepared with all materials, including homework and a positive attitude.
- Put forth my best effort that includes paying attention and participating in class discussions, and asking for help when needed.
- Cooperate with other students and adults involved in lessons and classes.
- Respect the rights and property of others and follow all school rules. This includes showing respect by not acting in a hostile manner or creating fear in others.
- Use appropriate language to communicate with adults and other students and be responsible for my own behavior.

ALVERNIA UNIVERSITY
400 Saint Bernardine Street
Reading, PA 19607

SCHOOL DISTRICT AFFILIATION AGREEMENT
Education Programs

This Agreement between Alvernia University (hereafter “the University) and Reach Cyber Charter School (hereafter “the School District”) is made and entered into this 1st day of September, 2021 for the purpose of providing experiential learning for Education students.

It is agreed that both the University and the School District will be compliant with the laws and regulations governing the practice of Teacher/Principal/Superintendent Education in the Commonwealth of Pennsylvania. Both parties agree to provide learning experiences that give the student opportunities to prepare for entry/advanced practice.

RESPONSIBILITIES OF THE UNIVERSITY

1. Ensure only those students assigned to fieldwork education have satisfactorily completed the pre-requisite portion of their curriculum.
2. Provide the services of an Academic Fieldwork Coordinator who shall act as liaison between the University and the School District. The Academic Fieldwork Coordinator will schedule appropriate visits, consultation conferences, and be available by telephone or email as needed.
3. Ensure that the student provides the School District with required personal and academic information.
4. Ensure that students adhere to the health criteria established by the University’s Education Program.
5. Ensure that each student has completed all required background checks.
6. Maintain records of student’s health, immunization and background clearances. Records are available by written request and permission of the student.
7. Carry professional liability insurance for all students.
8. Ensure that each student provides proof of health insurance coverage.
9. Advise student of his/her obligation to abide by the policies and procedures of the School District.

RESPONSIBILITIES OF THE SCHOOL DISTRICT

1. Retain the ultimate responsibility that safe and effective services are provided to children.
2. Maintain a sufficient number of professional personnel support to carry out normal service functions, so students will not be performing in lieu of staff.
3. Maintain authority to immediately remove a non-compliant or unprofessional student who fails to comply with the School District’s policies and procedures. If such a removal occurs, the University should be immediately contacted.
4. Provide supervision of the student by licensed and qualified personnel; Qualified refers to certification and standards, as well as, academic and experiential qualifications.

5. Evaluate the student's performance on forms provided by the University and return to the Academic Fieldwork Coordinator as outlined in the fieldwork or student teaching education guidelines.
6. Responsible to see that emergency care will be rendered to students during sudden illness, travel accident, or an institutional accident. The charges for such medical services shall be billed to the student or their insurance carrier.
7. Provide orientation for students assigned to the School District to include, but not limited to, children and personal safety measures, unit organization, and relevant School District policies.

MUTUAL RESPONSIBILITIES

1. Adhere to proper channels of organizational structure and communication in making plans for students' learning experience in accord with the required learning objectives and the opportunities available.
2. No student shall be deemed an employee of the School District by virtue of their participation in the Education Program.
3. Evaluate the fieldwork or student teaching experience(s) and share results for the purpose of ongoing quality improvement and patient safety.
4. Affirm complete Agreement with the University Harassment Policy showing no tolerance for any form of harassment.
5. The laws of the Commonwealth of Pennsylvania will be used to interpret this Agreement and the jurisdiction. Any dispute resolution will be in Berks County, Pennsylvania.

MIRROR INDEMNIFICATION

The School District agrees that the University shall not be liable to the School District for any loss, damage or expense of any kind or nature arising out of, directly or indirectly, in the performance of the services, except to the extent caused solely by the negligence or gross misconduct of the University. The School District further agrees that it shall at all times hereafter defend, hold harmless and indemnify the University, its officers, shareholder and employees from and against any and all injuries, claims, demands, causes of action, losses, damages, liabilities, costs and expenses of every kind and nature (including reasonable attorneys' fees and expenses, court costs, and costs of appeals) arising out of in connection with any alleged act or omission involving the performance of Services by the University, except to the extent caused solely by the negligence or gross misconduct of the University, and the School District further agrees to reimburse the University for all claims, demands, causes of action, losses, damages, liabilities, costs and expenses incurred by, imposed upon or suffered by the University in connection with or resulting from any and all such claims and causes of action arising out of any alleged act or omission involving the performance of Services by the University.

The University agrees that the School District shall not be liable to the University for any loss, damage or expense of any kind or nature arising out of, directly or indirectly, in the performance of the Services, except to the extent caused solely by the negligence or gross misconduct of the School District. The University further agrees that it shall at all times hereafter defend, hold harmless and indemnify the School District, its officers, directors and employees from and

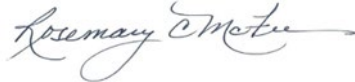
against any and all injuries, claims, demands, causes of action, losses, damages, liabilities, costs and expenses of every kind and nature (including reasonable attorneys' fees and expenses, court costs, and costs of appeals) arising out of or in connection with any alleged act or omission related to this Agreement, except to the extent caused solely by the negligence or gross misconduct of the School District, and the University further agrees to reimburse the School District for all claims, demands, causes of action, losses, damages, liabilities, costs and expenses incurred by, imposed upon or suffered by the School District in connection with or resulting from any and all such claims and causes of action arising out of any alleged act or omission related to this Agreement.

TERM AND TERMINATION

This agreement shall begin on the date set forth above, and shall have an initial term of one year. Thereafter, the Agreement shall continue with two automatic one year renewals. This Agreement shall terminate upon sixty days written notice by either party. Any party may at any time change or terminate this Agreement, with or without cause, upon sixty days advance written notice to the other party of its intention. Both parties are responsible for all activities up to and including the date of actual termination.

AGREED TO AND APPROVED BY:

FOR ALVERNIA UNIVERSITY



Rosemary C. McFee, M.Ed.
Assistant Dean of Academic Compliance
rosemary.mcfee@alvernia.edu
610-796-8313

Date: 09/03/2021

FOR THE SCHOOL DISTRICT

Signature

Date

Printed Name

Email

Title

Telephone Number

School District Name and Address:

Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA 17111

4TH QUARTER OPERATIONS METRICS

Pearson Virtual Schools (PVS) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Customer Success Partner (CSP) team works to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs), and weekly communication with each school's leader to support all stakeholder working through the daily challenges of successful school operations.

Common operational trends in these school-based efforts are monitored across all schools with priorities placed on the metrics summarized below. These metrics are timely, and align with both the school year cycle, and align to the Core Standards for Facilitating Student Learning, a guide of best practices and recommendations for a Connections Academy school. The Core Standards group teacher and school operational tasks into these more broadly defined categories:

- Professional Responsibilities: Second semester core course passing rates, cohort results, and SPED document compliance (IEP required reviews).
- Instructional Expertise: Summary of Connections-offered professional learning sessions.
- Student Engagement: On time and completed Welcome Calls, student and Learning Coach contacts, completed end of year contacts, and “final” during school year withdrawals.
- Data Driven Instruction: Rtl tier status, Curriculum Based Assessment (CBA) completion, formative assessment “post-test” completion.
- School Operations: Open teaching positions filled, teacher retention, and students indicating they would return for the 20/21 school year.

Quarter 4 encompasses the time period between April 1, 2021, and June 30, 2021. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are not truly “comparable schools”, but we have grouped them by student start date noted in the tables by “Group”, and, also by size (small 0-799, medium 800-2999, large 3000+ students). Additionally, year over year comparison data is provided where available to highlight specific trends. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Professional Responsibilities

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 20-21	92%	86%	83%	90%	82%	78%
Reach 19-20	92%	89%	89%	89%	81%	84%
Large Avg.	94%	91%	89%	93%	89%	86%
Group 3 Avg.	93%	90%	85%	91%	87%	84%
Connections Avg.	94%	90%	87%	93%	86%	85%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 20-21	91%	83%	88%	93%	82%	85%
Reach 19-20	88%	89%	88%	87%	85%	86%
Large Avg.	94%	91%	92%	94%	90%	92%
Group 3 Avg.	93%	90%	89%	92%	90%	88%
Connections Avg.	94%	90%	90%	93%	90%	90%

Percentage of 2nd semester “final” core courses on track for successful completion – This shows the percentage of 2nd semester core courses marked as successfully completed (those with a passing score). The “final” grades reported for the second semester reflect an increase in the average of all Connections-supported partner schools in most subject/grade levels reported above (increases range from 1-5%).

	Compliant IEP Review
Reach 20-21	99%
Reach 19-20	100%
Large Avg.	97%
Group 3 Avg.	96%
Connections Avg.	98%

Percentage of special education students with a compliant IEP review – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools.

Instructional Expertise

Professional Learning Sessions Offered

Connections has offered an extensive professional learning program for the last several years. This year’s overview shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. Instead of assigned course levels and a specified learning path, the Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs. Due to this flexibility, participation was not easily tracked across all schools. Reporting for Quarters 2-4 have focused on highlighting available choices rather than reporting on specific participation.

Sessions offered in April and May 2021 include: Developing Empathy in a Virtual World, Flipping the Tassel: Doing What it Takes, Making Math Stick-Brain Based Strategies for the Elementary Classroom, Student Engagement: Strategies to Excite, Engage, and Energize Your Teaching!, Putting it All Together to Grow Student Learning of Mathematics, MTSS: What's my Role for the End of the Year?, and Using Video to Engage Students.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	End of Year Contact	DSY WD
Reach 20-21	81%	99%	95%	92%	92%	19%
Reach 19-20	89%	100%	91%	87%	83%	19%
Large Avg.	89%	100%	93%	84%	95%	19%
Group 3 Avg.	78%	99%	97%	79%	95%	18%
Connections Avg.	91%	100%	95%	83%	94%	20%

Percentage of students receiving a “Welcome Call” on time, and percentage of all completed Welcome Calls – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with student retention and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. We continue to focus on successful Welcome Call completion throughout the year as many Connections schools do continuously enroll, even up through the last week of the school year. Schools that do not have open enrollment may see fluctuations in their reported rate due to student withdrawals. On time completion and total completions across all schools remains a focus of teachers and efforts are reflected in the high completion rates in both areas.

Student & Learning Coach Contacts Met – Although contacts happen in other ways (webmail, LiveLesson, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days and learning coaches at least three times per year. Student and Learning Coach contacts met rates for 2020-21 outperformed end of year completion in 2019-20.

Completed End of Year Contact – As part of the school year cycle communication process at each school, teachers complete an End of Year call with all students prior to the last day of school. During this call, teachers discuss recommended placement, suggest ways to prevent summer learning loss, and attempt to help families finalize their plans for returning the next school year.

Final 20-21 “During School Year” Withdrawal Rate – The percentage of students enrolled during the 20-21 school year who engaged by completing at least 20 lessons but withdrew before the end of the school year. These withdrawal rates are typically higher than those of traditional brick and mortar schools, and differences between Connections-supported schools can be a result of state-specific regulatory issues and other factors such as continuous enrollment. Connections-supported schools continue to seek ways to increase student engagement thereby lowering withdrawal rates.

Data Driven Instruction

	Tier I	Tier II	Tier III	CBA "Met" K-8	CBA "Met" 9-12	Post-Test Participation
Reach 20-21	83%	2%	3.2%	91%	79%	NA
Reach 19-20	80%	4%	2.5%	84%	77%	NA
Large Avg.	88%	5%	1%	91%	87%	68%
Group 3 Avg.	87%	5%	1%	82%	81%	75%
Connections Avg.	87%	5%	1%	89%	87%	75%

Percentage of students identified for Response to Intervention (Rtl) tiers – Rtl is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the Rtl framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions; Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math. We recognize that Rtl continues to be a process that varies widely by state and was developed for a brick-and-mortar setting. Connections departments dedicated to the Rtl process continue to work with school leaders, teachers and Rtl support representatives to make modifications.

Percentage of students with CBAs Met – Connections-supported schools ensure student learning is authentic partly through a minimum number of “curriculum-based assessments” (CBAs) – usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the percentage of students at the school meeting these criteria by the end of the school year.

Percentage of students assigned a “formative” Post-Test who completed it – This metric emphasizes the importance of getting test results for students so that schools can identify who may be in need of academic interventions. In 2020-21, schools were given assessment options to better meet our educator needs. Across all Connections supported schools the average participation rate for the Reading and Math assessments increased to 75% from 47% in the prior year; benchmarking will continue to be a focus across schools.

School Operations

	Teachers Hired by 6/30	Teachers Returning	Students Returning
Reach 20-21	NA*	NA*	67%
Reach 19-20	NA	100%	86%
Large Avg.	96%	99%	73%
Group 3 Avg.	95%	98%	69%
Connections Avg.	96%	98%	69%

Percentage of teaching positions filled as of 6/30 – These metrics track progress toward the overall goal of having all teachers hired and on the job by the first day, so they can participate fully in the “on-boarding” process and be ready to go when students start returning. This snapshot as of 6/30 gives an overview of spring progress in hiring. Hiring efforts continue for all unfilled vacancies. *PVS does not provide full HR services for this school.

Percentage of teachers planning to return as of 4/1 – Each spring, teachers are asked to indicate if they intend to return to their teaching position for the next school year. 98% of teachers said “Yes” across Connections-supported schools, consistent with prior year. More teachers do leave between 4/1 and the beginning of the school year, but this is a useful early indicator of teacher retention. *PVS does not provide full HR services for this school.

Percentage of students planning to return as of 6/30 – Each Spring, families are asked to indicate if they intend to return. 69% of students eligible to return (graduating seniors, for example, are not counted) replied “Yes”. This represents a decrease over prior year, possibly due to families opting to return to in-person learning as pandemic restrictions have been lifted. However, efforts continue each year to increase student retention.

2021-2022 KEY SCHOOL METRICS

Four times throughout the school year, Pearson Virtual Schools provides a summary of key metrics relevant to the school year cycle. These metrics help schools identify strengths and areas for improvement and are used to measure efficacy of our program. Schools have access to underlying data reflected on these reports and are updated weekly so that monitoring progress can be ongoing. Additionally, school leaders are provided support by Customer Success Partners with Pearson Virtual Schools to clarify data as well as drive improvement in outcomes.

Effective in the 2021-2022 school year, the reporting period (RP) will be adjusted to better align with the school year cycle and provide more timely updates on school performance. The revised reporting cycle is outlined below:

- Reporting Period 1: ends October 30, reports shared in November
- Reporting Period 2: ends January 30, reports shared in February
- Reporting Period 3: ends March 30, reports shared in April
- Reporting Period 4: end of year: reports shared in August

Further, the table below shows the name of the metric and the reporting timeframe it is expected to be finalized. These metrics align with the Core Standards for Facilitating Student Learning utilized across all schools as the driving force behind the Connections Academy mission - *To help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.*

PROFESSIONAL RESPONSIBILITIES

Metric	Period(s) Reported
% 1 st Semester “core” courses successfully completed for IEP only and All Students, separately: K-5, 6-8, 9-12 – ELA, Math, Science & Social Studies	RP 1 - Reported as % on track for passing RP 2 - Reported as “Final” Semester 1 passing
% 2nd Semester “core” courses successfully completed for IEP only and All Students, separately: K-5, 6-8, 9-12 – ELA, Math, Science & Social Studies	RP 3 - Reported as % on track for passing RP 4 - “Final” Semester 2 passing
Cohort Summary Report – High School % On Track	RP 1 - 4 active cohorts from 19/20 (to account for credits earned during the summer) RP 2,3,4 - All active cohort years during 20/21
% Students with Compliant Individualized Education Plans (IEP)	RP 1,3 - Triennial reviews RP 1,3 - Annual reviews

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INSTRUCTIONAL EXPERTISE

Metric	Period(s) Reported
Professional Learning Sessions Offered	RP 1,2,3,4 - Highlight sessions and topic offered during each quarter.
% of teachers with Teacher Orientation course complete	RP 1 - Highlight importance of orientation sessions – note overall percentage of completed new orientation

STUDENT ENGAGEMENT

Metric	Period(s) Reported
% On-time Welcome Calls	RP 1,2,3,4 – Reported as % of welcome calls completed within 7 days of enrollment
% Completed Welcome Calls	RP 1,2,3,4 – Reported as % of welcome calls complete
% Student Contacts Met	RP 1,2,3,4 – Reported as % of students with status “contacts met” indicating a successful synchronous contact
% Learning Coach Contacts Met	RP 1,2,3,4 – Reported as % receiving at least: -1 successful call by Q1 -2 successful calls by Q2 -3 successful calls by Q4
% Completed End of Year contact	RP 4 – Reported as % of students successfully receiving an End of Year call
% During School Year Withdrawals	RP 1,2,3,4 – Reported as % of students who withdraw during the school year (after meeting “engagement” criteria)

DATA DRIVEN INSTRUCTION

Metric	Period(s) Reported
% of students assigned by RTI Tier	RP 1,3 – Reported as % assigned Tier 1, Tier 2, and Tier 3
% CBA Target Met – K-8 & 9-12	RP 1,2,3,4
% Completing Benchmark Assessment Pre, Mid, and Post Test*	RP 2 - Pre-test RP 3 - Mid-test RP 4 - Post-Test

	*Reported as average of Reading and Math tests
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SCHOOL OPERATIONS

Metric	Period(s) Reported
% of Students Enrolled on the First Day of School	RP 1 – Reported as % of students enrolled on or before the first student day of school
% of eligible “Returning” students enrolled	RP 1 – Reported as % of students eligible to return the following school year who enrolled by 9/30
% Teachers Returning	RP 4 – Reported as % of teachers not indicating they would not return via the Teacher Intent to Return process
% Eligible Students Returning	RP 4 – Reported as % of students indicating they would return via the Student Intent to Return process



2021-2022 Teacher Training and Professional Learning

TEACHER TRAINING AND PROFESSIONAL LEARNING 2021-2022

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 and Professional Learning Objectives

The training and professional learning sessions provided by Pearson Virtual Schools (PVS) are designed to support Connections Academy teachers with the skills and strategies to:

- Use the tools in our online learning platform to support and monitor student learning
- Use data to manage student engagement and inform instruction

- Identify students who may be at-risk, or in need of targeted intervention
- Facilitate learning in a virtual environment using Pearson Virtual School curriculum
- Conduct required school year cycle teacher tasks
- Implement school processes and policies
- Foster socialization and connectedness in a virtual school community

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 Learning Forward, interpersonal connections increase the impact of training for adult learners. The Training Services team at OBL delivers on-site 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 Training Services team throughout the year via regularly scheduled meetings. During these meetings, the Training Services consultant and the school-based Training Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. Training Representatives 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 presentations, teacher job aids, and activities to reinforce learning. To ensure Training Representatives can focus on supporting the training needs of all school staff the Training Support team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.
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. Connections uses multiple platforms to: facilitate virtual meetings with teachers; demonstrate new functionality within the platform; 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. Schools can request additional, school-specific sessions at any time.

Research Base

Professional learning at Connections is intensive, ongoing, and connected to practice. 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. Presenters with various backgrounds and areas of content expertise conduct synchronous professional learning sessions on a rotating basis throughout the school year. Professional learning session includes large and small group activities, breakout rooms, chat pods, microphones, cameras, file sharing, interactive polling, and session summaries.

Connections equips each teacher with the skills and technology needed to maximize student learning. Research, focusing specifically on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published

a study which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015), educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied with their professional learning when they are part of a learning community that focuses on lesson planning, using data to personalize instruction, day-to-day responsibilities, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

All of the learning opportunities offered through Pearson's professional learning program are aligned with the Core Standards for Teaching and Learning at Connections Academy schools and the [National Standards for Quality Online Teaching](#). During various professional learning sessions, emphasis is placed on using data to personalize instruction and engaging all students in their learning. A white paper published in February 2017 entitled *What's Possible with Personalized Learning? An Overview of Personalized Learning for Schools, Families & Communities* by Bruce Friend, Carri Schneider, Susan Patrick, and Tom Vander Ark posed 10 questions aimed at identifying the benefits for personalized instruction, the root of learning at Connections. "Personalized learning tailors learning to each student's strengths, needs and interests. Students have "voice and choice" in determining what, how, when and where the learning occurs. Teachers provide the flexibility and supports to ensure mastery of the highest standards possible." The commitment to develop and collaborate professionally, as well as personalizing instruction for all students, are key components of the Core Standards for Teaching and Learning at Connections Academy schools and is evident in each of the professional learning sessions.

Teacher & Staff Orientation Courses and School Training Options: All new teachers complete a self-guided, PVS-developed teacher orientation course. This course is delivered through our online learning platform 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 implement multitiered instruction. 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.

Introduction to the Pearson Online Classroom (formerly known as Connexus): All new teachers complete a self-guided, PVS-developed course designed to familiarize them with the online learning platform. The course provides basic training on the tools and features that teachers use to monitor student learning, communicate with students and caretakers, and manage the student's education program. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Dynamic Classroom Instructional Model (DCIM) Course: The course provides basics needed to understand and implement the instructional model for Pearson Curriculum courses. The Dynamic Classroom Instructional Model brings the research of effective teaching and learning to life in the

classroom. This course examines the phases that make up the instructional model and the different methods of presentation used to reinforce learning objectives aligned with a state's learning standards. The learning experience was created to resemble the way students' courses look and function to provide the best learning experience for staff delivering these courses.

New Teacher Onboarding Trainings: This three-day onboarding training is designed for newly hired staff. This training is offered within 1 week of their start date. Sessions are offered on a regular basis throughout the year. Agenda topics include: Pearson Overview, Navigating the Pearson Online Classroom, Sections & Students, Logging, Curriculum-Based Assessments (CBAs), LiveLesson® sessions, Organizing Your Time, and Data & Reporting.

New Teacher School Year Cycle Training Series: All new teachers with the role of Advisory, Elementary, or Secondary Teacher are directly invited to synchronous training sessions held throughout the school year that align to school year cycle tasks teachers are responsible for completing. Series topics include School Year Cycle tasks, LiveLesson instruction, Data & Reporting, and tips and tricks for effective online teaching.

Credit Recovery Course Training: Synchronous and asynchronous support is provided to Credit Recovery Representatives from each school as well as teachers of students taking credit recovery courses. Training and support include platform navigation, maintaining active users and enrollments, importing scores, and instructional best practices.

2021-2022 Professional Learning

All teachers have access to a Professional Learning Catalog that includes a variety of synchronous and asynchronous professional learning opportunities to access and participate in throughout the school year. Teachers can self-select asynchronous assets to read/view and synchronous sessions to attend. Teachers are encouraged to participate monthly in professional learning by selecting a learning opportunity from the catalog. Additional professional learning is also offered throughout the school year provided directly from their school.

The Professional Learning Catalog provides content on various topics to support teachers in areas such as: student engagement, exceptional learners, instruction, multi-tiered system of support, to name a few. Below is a list of the professional learning opportunities available in the Professional Learning Catalog for the 2021-2022 school year:

- Bitmoji Classroom Basics
- Creating a Classroom Community
- Cross Generational Communication: How to Effectively Engage Gen Z Students
- Cultivating Student Self-Leadership
- Data Series (Excel Basics and Beyond the Basics)
- Diversity, Equity, and Inclusion
- Developing Empathy in a Virtual World
- Discourse Strategies
- Distracted Students in a High-Tech World
- Effective Time Management for Virtual Instruction
- Ensuring Student Safety in the Virtual Environment
- Find the Time: Strategies and Tools for Effective Time Management

- Fostering Math Conversation (Elementary and Secondary options)
- General Educators and Special Educators Coming Together to Support Student Performance
- Helping English Learners Find Success in the Virtual Classroom Learning Differences in the Classroom
- LiveLesson® Series (Preferences, Breakout Rooms, Bringing Brick and Mortar into an Online Classroom)
- Making Math Stick: Brain-Based Strategies for the Elementary Classroom
- Mindfulness: Not just a Buzzword
- MTSS: Designing Data-Informed Intervention Plans
- MTSS: Designing Evidence Based Intervention LiveLessons using SISP Teacher Resources
- MTSS: Progress Monitoring Modifications and Accommodations for Students with IEPs and Section 504 Plans
- Plan, Monitor, Reflect- Teacher Roles in a Virtual Environment
- Promoting Post-Secondary Readiness in the Classroom
- Quality Feedback for Student Engagement
- Supplemental Instructional Support Programs - Spotlight Series
- Student Engagement: Strategies to Excite, Engage, and Energize Your Teaching!
- Supporting LGBTQIA+ Youth
- Supporting Anxious Students
- Tips and Tricks for Using Excel
- Tools Series (Efficiency as a virtual teacher, Teacher Central Scavenger Hunt, Managing a LiveLesson® session while using 3rd Party Apps)
- Using Video to Engage Students
- Using Web 2.0 Tools to Enhance Your 21st Century Classroom
- Flipping the Tassel: Doing What it Takes
- What does Personalized Learning Look Like in an Online Classroom?

Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in a variety of key categories:

- Connexus Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions



To: Reach Cyber Charter School Board of Directors
From: Joan Roberts
Re: CA General Handbook

For your awareness we have made an update to the Connections Academy General Handbook. A summary of the changes is provided below.

11.2.2 Technology Provided by Connections Academy*

Access to school-provided computers is disabled immediately upon student/user withdrawal or graduation from Connections Academy. Access cannot be re-enabled under any circumstances. All student/user data must be removed from the computer prior to withdrawal or graduation.

Please see the Technology section of your school's website or your School-Specific Handbook Supplement for additional information.

**Reach Cyber Charter School
Balance Sheet
7/31/2021**

ASSETS:

Cash and Short Term Investments:

PNC Checking	\$ 7,023,962
PNC Money market Account	\$ 16,574,082
PNC Investment Account	\$ 25,059,668
Total Cash and Short Term Investments	<u>\$ 48,657,712</u>

Other Current Assets:

Local District Receivables- Prior Year	\$ 5,096,706
State Program Receivables	\$ 62,000
Allowance for Doubtful Accounts	\$ (507,378)
Grant Receivables	\$ -
Prepaid Expenses	\$ 616,219
Total Other Current Assets	<u>\$ 5,267,547</u>

Other Current Assets:

Security Deposit	\$ 8,917
Total other Assets	<u>\$ 8,917</u>

Fixed Assets:

Property Plant & Equipment:

Computer Hardware	\$ 456,047
Equipment	\$ 24,381
Leasehold Improvements	\$ 223,326
Furniture	\$ 103,706
Accum Depr:Computer Hardware	\$ (104,900)
Accum Depr:Leasehold Improvements	\$ (116,474)
Accum Depr: Furniture	\$ (56,772)
Net Fixed Assets	<u>\$ 529,314</u>

TOTAL ASSETS **\$ 54,463,490**

LIABILITIES:

Current Liabilities:

Due to (from) Connections Academy	\$ 6,794,026
Accrued payroll, taxes, pension and withholdings payable	\$ 508,341
Accounts Payable	\$ 120,473
Due to Local Districts	\$ 2,372,905
Unearned Revenue	\$ 1,529,239
Total Current Liabilities	<u>\$ 11,324,984</u>

TOTAL LIABILITIES **\$ 11,324,984**

FUND BALANCE:

Invested in Capital	\$ 529,314
Reserved Fund Balance	\$ 15,659,711
Undesignated Fund Balance	\$ 26,949,481
Total Fund Balance	<u>\$ 43,138,506</u>

TOTAL LIABILITIES AND FUND BALANCE **\$ 54,463,490**

**REACH CYBER CHARTER SCHOOL
REVENUE AND EXPENSE STATEMENT- BUDGET TO ACTUAL
2021-2022 YEAR TO DATE AS OF 7/31/21**

	YTD Actual through <u>7/31/2021</u>	2021/2022 Approved <u>Budget</u>
Revenues:		
Function 6000- Local Sources	\$ 70,950	\$ 159,862,646
Function 7000- State Sources	\$ -	\$ 77,500
Function 8000- Federal Sources	\$ 258,537	\$ 6,456,722
TOTAL REVENUES	\$ 329,486	\$ 166,396,868
Expenditures:		
Function 1000- Regular Instructional Programs		
100- Salaries	\$ 2,048,386	\$ 33,633,409
200- Employee Benefits	\$ 511,186	\$ 10,981,308
300- Purchased Professional and Tech Svcs (Note 1)	\$ 1,147,660	\$ 49,666,000
400- Purchased Property Services	\$ -	\$ 325,000
500- Other Purchased Services	\$ -	\$ 2,400,000
600- Supplies	\$ 278,778	\$ 10,737,000
700- Property	\$ -	\$ -
800- Dues, Fees and Other	\$ -	\$ 30,000
Subtotal 1000- Regular Instructional Programs	<u>\$ 3,986,010</u>	<u>\$ 107,772,717</u>
Function 2000- Support Services		
100- Salaries	\$ 1,041,514	\$ 15,918,303
200- Employee Benefits	\$ 250,207	\$ 5,197,326
300- Purchased Professional and Tech Svcs	\$ 51,971	\$ 3,619,123
400- Purchased Property Services (Note 2)	\$ 45,031	\$ 761,000
500- Other Purchased Services	\$ 48,528	\$ 1,185,000
600- Supplies	\$ 24,399	\$ 356,000
700- Property	\$ 16,768	\$ 161,000
800- Dues, Fees and Other	\$ 3,724	\$ 35,000
Subtotal 2000- Support Services	<u>\$ 1,482,142</u>	<u>\$ 27,232,752</u>
Function 3000- Noninstructional Student/Community Svcs		
100- Salaries	\$ 2,462	\$ 102,960
200- Employee Benefits	\$ 378	\$ 33,616
300- Purchased Professional and Tech Svcs	\$ -	\$ 36,000
400- Purchased Property Services	\$ -	\$ 35,000
500- Other Purchased Services	\$ 450	\$ 208,700
600- Supplies	\$ 1,099	\$ 2,012,810
800- Dues, Fees and Other	\$ -	\$ 87,000
Subtotal 3000- Noninstructional Services	<u>\$ 4,389</u>	<u>\$ 2,516,086</u>
TOTAL EXPENDITURES	\$ 5,472,541	\$ 137,521,555
NET INCREASE/ (DECREASE)	\$ (5,143,054)	\$ 28,875,313
Adjustment for capitalized assets and depreciation	\$ 14,827	
Beginning Fund Balance not invested in capital (unaudited)	\$ 52,089,247	
Preliminary 6/30/21 closing adjustments affecting fund balance	<u>\$ (4,351,828)</u>	
Ending Fund Balance Not Invested in Capital	\$ 42,609,192	
Fund Balance Invested in Capital	<u>\$ 529,314</u>	
TOTAL ENDING FUND BALANCE	\$ 43,138,506	

(Note 1) Includes \$1,403,325 of monthly Pearson fees charged per student

(Note 2) Includes \$2083.33 of monthly Pearson facilities support services fee

**REACH CYBER CHARTER SCHOOL
PEARSON FEES
2021-2022 YEAR TO DATE AS OF 7/31/21**

Description	Rate	Enrollment/Unit	Months	Projected 21-22	YTD Through 7/31/21
Curriculum and Instructional Support Services - Upfront	\$425	Total Enrollment		5,801,250	\$ 441,787.50
Curriculum and Instructional Support Services - Monthly	\$130	Current Enrollment	9	12,285,000	\$ -
Student Connexus License	\$70	Current Enrollment	9	6,615,000	\$ -
Student Technology Assistance Services - Upfront	\$400	Total Enrollment		5,460,000	\$ 415,800.00
Student Technology Assistance Services - Monthly	\$63	Current Enrollment	9	5,953,500	\$ -
Enrollment/Placement/Student Support Services - Upfront	\$525	Total Enrollment		7,166,250	\$ 545,737.50
Enrollment/Placement/Student Support Services - Monthly	\$30	Current Enrollment	9	2,835,000	\$ -
School Operations Support Services	\$65	Current Enrollment	9	6,142,500	\$ -
Professional Development Services	\$125	Current Staff	9	835,357	\$ -
School Staff Support Services	\$212	Current Staff	9	1,416,766	\$ -
Direct Course Instruction Service	\$2.75	0		388,500	** \$ -
Short Term Sub Teaching Services	\$300	0		189,000	** \$ -
Facilities Support Services	\$25,000	1		25,000	\$ 2,083.33
Total Connections Products and Services				55,113,124	\$ 1,405,408.33

** Projected charges for 21/22 based on 20/21 data

REACH Staffing Report September 2021

New Hires

Last Name	First Name	Area	Compensation	Bonus Potential	Start Date
Julius	Renee	High School Permanent Sub	\$50,000.00	no bonus	8/24/2021
Hehn	James`	High School Permanent Sub	\$50,000.00	no bonus	8/24/2021
Edwards	Jennifer	Reading Intervention Specialist	\$60,500.00	4%	8/24/2021
McCoy	Robin	Middle School Teacher	\$54,000.00	4%	8/24/2021
Gronczewski	Gabriella	Elementary Permanent Sub	\$50,000.00		8/24/2021
Anderson	Wyatt	Carpentry Program Coordinator	\$49,000.00	4%	8/24/2021
Harmer	Lorraine	Special Education Teacher	\$65,500.00	4%	8/31/2021
Stith	Toni	STEM Teacher	\$60,000.00	4%	8/31/2021
Fehlman	David	STEM Teacher	\$50,000.00	4%	8/31/2021
Deliz	Maria	Administrative Assistant	\$20.10/hr	4%	9/1/2021
Dundore	Andrea	Administrative Assistant	\$21.00/hr	4%	9/1/2021
Ledda	Bethany	Administrative Assistant	\$20.10/hr	4%	9/1/2021
Coldren	Kelly	Receptionist Administrative Assistant	\$20.10/hr	4%	9/1/2021
Whittaker	Amber	Career Pathways Coordinator	\$63,000.00	4%	9/7/2021
Witengier	Dana	Regional Community Coordinator (PT)	\$20.00/hr	4%	9/7/2021
Garman	Michael	Director of Human Resources	\$95,000.00	15%	9/13/2021
Hulsebos	Kyra	School Psychologist (12 month)	\$75,000.00	4%	9/14/2021

Badaracco	Eric	Middle School Teacher	\$60,000.00	4%	9/21/2021
Jue	Victoria	Middle School Teacher	\$55,500.00	4%	9/21/2021
Malak	Matthew	Middle School Permanent Sub	\$50,000.00	4%	9/21/2021
Darrowish	Elizabeth	High School Music	\$57,500.00	4%	9/21/2021
Gadsden	Marissa	Family Mentor	\$55,500.00	4%	9/21/2021
Confer	Jordan	High school Math	\$55,000.00	4%	9/21/2021
Smith	Brittany	Elementary Ed Tech Teacher	\$57,000.00	4%	9/21/2021
Watson	Samantha	Staff SLP	\$56,000.00	4%	9/28/2021
Hottenstein	Jennifer	Secondary Special Education Teacher	\$63,000.00	4%	9/28/2021

Departing Employees

Last Name	First Name	Area	Last Day Worked
Demko	Misti	Family Mentor	6/17/2021 (Resignation given 8/16)
Sheeran	Wendy	Teacher - Middle School	6/17/2021 (Resignation given 8/18)
Zisa	Stephanie	Teacher - Middle School	6/17/2021 (Term was effective on 8/24 before the start of school)
Kasales	Camilla	Teacher - High School	8/25/2021
Farley	Nicole	Teacher - Special Education	8/31/2021
Witengier	Dana	Regional Community Coordinator	9/9/2021

Position Changes

Last Name	First Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Schultz	Kayla	Family Mentor	Family Mentor - Coordinator	Career Ladder Pay	No Change	8/25/2021
Mills	Christine	Teacher - Elem	Teacher -Elem Lead	Career Ladder Pay	No Change	8/25/2021
Rourke	Monica	Teacher - Special Education	Teacher Special Education - Coordinator	Career Ladder Pay	No Change	8/25/2021