



Reach Cyber Charter School
BOARD MEETING

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

Date and Time:

Wednesday, February 21, 2018 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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. Principal's Report (MSR attached) – J. Swan
 - i. State Testing Update (attached)
 - ii. Winter Leadership Retreat Update
 - b. Financial Report (attached) – M. Whisman

- V. Consent Items
 - a. Approval of Minutes from the January 17, 2018 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Connections Education Invoice(s) for January (attached)
 - d. Approval of LiveSpeech Invoice(s) (attached)

- VI. Action Items
 - a. Approval of Math Time to Talk Proposal and Contract for Reach (attached) – A. Pasquinilli

- VII. Information Items
 - a. State Relations Update – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - c. Outreach Plan for the 2018-2019 School Year (attached) – S. Stuccio
 - d. Curriculum and Outreach Additional Planning Tools for 2018-2019 School Year – L. Coleman
 - e. Board Professional Development Opportunities Discussion – D. Taylor

- VIII. Adjournment and Confirmation of Next Meeting – Wednesday, April 18, 2018 at 9:00 a.m.



MONTHLY SCHOOL REPORT

Reach Cyber Charter School

January 2018

| EOY 16-17 | | 1/31/2017 | | 12/31/2017 | | 1/31/2018 | | |
|-----------|---------|-----------|---------|------------|---------|-----------|---------|---------|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | %Change |

ENROLLMENT DATA

School Enrollment

| | | | | | | | | | |
|----------------------------|-----|------|-----|------|------|------|------|------|-------|
| | 952 | 100% | 881 | 100% | 2047 | 100% | 2102 | 100% | 139 % |
| Reach Cyber Charter School | 952 | 100% | 881 | 100% | 2047 | 100% | 2102 | 100% | 139 % |

Grade Distribution

| Grades PK-2 | | 182 | 19% | 181 | 21% | 321 | 16% | 332 | 16% | 83 % |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-------|-------|
| KG | 69 | 7% | 74 | 8% | 120 | 6% | 125 | 6% | 69 % | |
| 1 | 50 | 5% | 48 | 5% | 115 | 6% | 114 | 5% | 138 % | |
| 2 | 63 | 7% | 59 | 7% | 86 | 4% | 93 | 4% | 58 % | |
| Grades 3-5 | | 213 | 22% | 209 | 24% | 389 | 19% | 393 | 19% | 88 % |
| 3 | 55 | 6% | 57 | 6% | 116 | 6% | 123 | 6% | 116 % | |
| 4 | 70 | 7% | 71 | 8% | 103 | 5% | 105 | 5% | 48 % | |
| 5 | 88 | 9% | 81 | 9% | 170 | 8% | 165 | 8% | 104 % | |
| Grades 6-8 | | 400 | 42% | 347 | 39% | 652 | 32% | 676 | 32% | 95 % |
| 6 | 97 | 10% | 88 | 10% | 171 | 8% | 180 | 9% | 105 % | |
| 7 | 165 | 17% | 133 | 15% | 211 | 10% | 214 | 10% | 61 % | |
| 8 | 138 | 14% | 126 | 14% | 270 | 13% | 282 | 13% | 124 % | |
| Grades 9-12 | | 156 | 16% | 144 | 16% | 685 | 33% | 701 | 33% | 387 % |
| 9 | 156 | 16% | 144 | 16% | 377 | 18% | 364 | 17% | 153 % | |
| 10 | 0 | 0% | 0 | 0% | 197 | 10% | 217 | 10% | 0 % | |
| 11 | 0 | 0% | 0 | 0% | 111 | 5% | 120 | 6% | 0 % | |

New/Returning to CE

| | | | | | | | | | |
|-----------|-----|------|-----|------|------|-----|------|-----|-----|
| New | 952 | 100% | 881 | 100% | 1516 | 74% | 1602 | 76% | 82% |
| Returning | 0 | 0% | 0 | 0% | 531 | 26% | 500 | 24% | 0% |

Total YTD Enrollment

| | | | | | | | | | |
|-------------------------------|-----|-----|-----|-----|------|-----|------|-----|------|
| Enrolled, not Grad | 952 | 75% | 881 | 85% | 2060 | 84% | 2118 | 80% | 140% |
| Prior To Engagement | 44 | 3% | 27 | 3% | 67 | 3% | 72 | 3% | 167% |
| Withdrawal During School Year | 281 | 22% | 133 | 13% | 322 | 13% | 457 | 17% | 244% |
| Graduate | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |

| | | | | | | | | | |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Total YTD Enrollment | 1277 | 100% | 1041 | 100% | 2449 | 100% | 2647 | 100% | 154 % |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|

Withdrawal Reason

| | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Different/Better Schooling Option (Not related to socialization) | 242 | 86% | 104 | 78% | 173 | 54% | 230 | 50% | 121% |
| Life Change | 13 | 5% | 11 | 8% | 47 | 15% | 70 | 15% | 536% |
| Mismatch Academic | 4 | 1% | 3 | 2% | 9 | 3% | 13 | 3% | 333% |
| Getting started with the school was too difficult | 1 | 0% | 1 | 1% | 3 | 1% | 3 | 1% | 200% |
| Mismatch Family Schedule | 6 | 2% | 6 | 5% | 2 | 1% | 4 | 1% | -33% |
| Regulation | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| Student wants more socialization | 4 | 1% | 4 | 3% | 6 | 2% | 8 | 2% | 100% |
| Unhappy with the school (teachers, leadership) | 1 | 0% | 0 | 0% | 3 | 1% | 3 | 1% | 0% |
| Applying for next school year | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| Deceased | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| Inactivity | 6 | 2% | 1 | 1% | 54 | 17% | 91 | 20% | 9000% |
| Missed Deadline | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| Required Documentation Incomplete | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 0% |
| No Reason Given | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |



MONTHLY SCHOOL REPORT

Reach Cyber Charter School

January 2018

| EOY 16-17 | | 1/31/2017 | | 12/31/2017 | | 1/31/2018 | | |
|-----------|---------|-----------|---------|------------|---------|-----------|---------|---------|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | %Change |

HOUSEHOLD DATA

Household Data

| | | | | | | | | | |
|------------------------|------|-----|------|-----|------|-----|------|-----|-------|
| Active Households | 779 | N/A | 715 | N/A | 1627 | N/A | 1675 | N/A | 134 % |
| Graduated | 0 | N/A | 0 | N/A | 0 | N/A | 0 | N/A | 0% |
| WD Prior To Engagement | 38 | N/A | 23 | N/A | 60 | N/A | 65 | N/A | 183 % |
| WD During School Year | 237 | N/A | 111 | N/A | 259 | N/A | 364 | N/A | 228 % |
| Students Per Active HH | 1.22 | N/A | 1.23 | N/A | 1.27 | N/A | 1.26 | N/A | 3% |

STUDENT DEMOGRAPHICS

| | | | | | | | | | |
|---|-----|-----|-----|-----|------|-----|------|-----|-------|
| Ethnicity | | | | | | | | | |
| Hispanic or Latino | 133 | 14% | 127 | 14% | 277 | 14% | 288 | 14% | 127% |
| Not Hispanic or Latino | 819 | 86% | 754 | 86% | 1768 | 86% | 1812 | 86% | 140% |
| Race | | | | | | | | | |
| Asian | 19 | 2% | 17 | 2% | 29 | 1% | 34 | 2% | 100% |
| Black/African American | 281 | 30% | 247 | 28% | 627 | 31% | 625 | 30% | 153% |
| Native Hawaiian or Other Pacific Islander | 10 | 1% | 6 | 1% | 23 | 1% | 24 | 1% | 300% |
| American Indian or Alaskan Native | 30 | 3% | 30 | 3% | 82 | 4% | 78 | 4% | 160% |
| White | 686 | 72% | 640 | 73% | 1483 | 72% | 1532 | 73% | 139% |
| Distinct Race/Ethnicity | | | | | | | | | |
| Hispanic or Latino | 133 | 14% | 127 | 14% | 277 | 14% | 288 | 14% | 127% |
| Multiple Races | 56 | 6% | 47 | 5% | 152 | 7% | 149 | 7% | 217% |
| Black/African American | 200 | 21% | 184 | 21% | 433 | 21% | 434 | 21% | 136% |
| White | 552 | 58% | 516 | 59% | 1160 | 57% | 1200 | 57% | 133% |
| Asian | 6 | 1% | 5 | 1% | 9 | 0% | 14 | 1% | 180% |
| American Indian or Alaskan Native | 3 | 0% | 1 | 0% | 12 | 1% | 13 | 1% | 1200% |
| Native Hawaiian or Other Pacific Islander | 2 | 0% | 1 | 0% | 1 | 0% | 1 | 0% | 0% |
| Gender | | | | | | | | | |
| F | 533 | 56% | 490 | 56% | 1156 | 56% | 1190 | 57% | 143% |
| M | 419 | 44% | 391 | 44% | 891 | 44% | 912 | 43% | 133% |
| FARM Eligibility | | | | | | | | | |
| Qualifies for free | 533 | 56% | 511 | 58% | 887 | 43% | 922 | 44% | 80% |
| Qualifies for reduced | 106 | 11% | 85 | 10% | 222 | 11% | 228 | 11% | 168% |
| Refused to report | 107 | 11% | 102 | 12% | 412 | 20% | 409 | 19% | 301% |
| Prior Schooling | | | | | | | | | |
| Charter School (Public) | 62 | 7% | 70 | 8% | 133 | 6% | 144 | 7% | 106% |
| Home School | 57 | 6% | 50 | 6% | 131 | 6% | 132 | 6% | 164% |
| No Prior School | 97 | 10% | 96 | 11% | 240 | 12% | 229 | 11% | 139% |
| Online (Virtual) Public School | 69 | 7% | 65 | 7% | 137 | 7% | 136 | 6% | 109% |
| Private/Parochial School | 69 | 7% | 66 | 7% | 119 | 6% | 123 | 6% | 86% |
| Public School | 598 | 63% | 534 | 61% | 1201 | 59% | 1252 | 60% | 134% |
| Prior Schooling Not Reported | 37 | 4% | 45 | 5% | 86 | 4% | 86 | 4% | 91% |
| Special Populations | | | | | | | | | |
| Gifted | 23 | 2% | 20 | 2% | 33 | 2% | 33 | 2% | 65% |
| 504 | 20 | 2% | 18 | 2% | 44 | 2% | 47 | 2% | 161% |
| IEP | 170 | 18% | 142 | 16% | 358 | 17% | 387 | 18% | 173% |
| None | 749 | 79% | 707 | 80% | 1631 | 80% | 1655 | 79% | 134% |



MONTHLY SCHOOL REPORT

Reach Cyber Charter School

January 2018

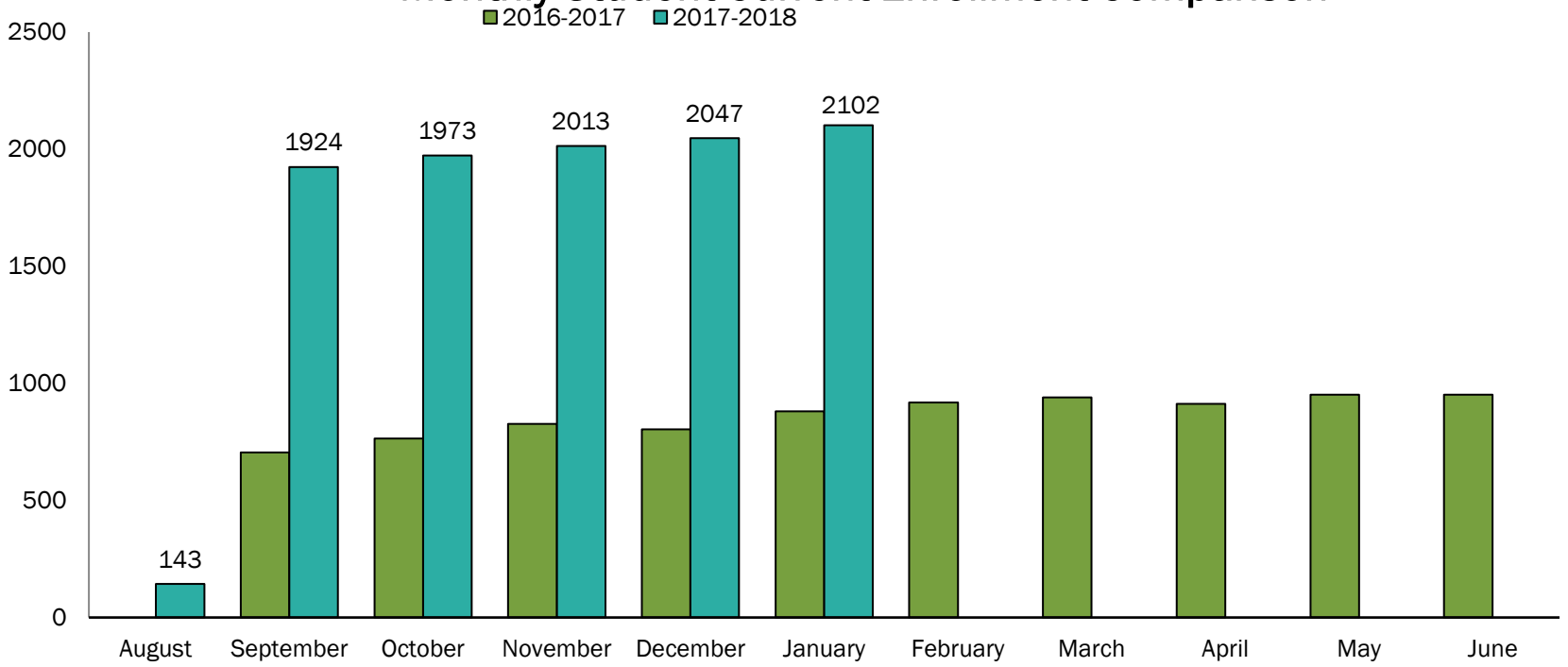
| | | EOY 16-17 | | 1/31/2017 | | 12/31/2017 | | 1/31/2018 | | |
|-------------------------|------------------------------|-----------|---------|-----------|---------|------------|---------|-----------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | %Change |
| Disability | | | | | | | | | | |
| | Autism | 15 | 9% | 14 | 10% | 29 | 9% | 33 | 9% | 136% |
| | Cognitive Disability | 7 | 4% | 5 | 4% | 14 | 4% | 17 | 5% | 240% |
| | Developmentally Delayed | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 0% |
| | Emotionally Impaired | 20 | 12% | 17 | 13% | 52 | 16% | 46 | 13% | 171% |
| | Hearing Impaired | 1 | 1% | 3 | 2% | 0 | 0% | 0 | 0% | -100% |
| | Multiple Disabilities | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 0% |
| | Other Health Impaired | 32 | 19% | 25 | 18% | 61 | 18% | 64 | 18% | 156% |
| | Physical Disability | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 0% |
| | Specific Learning Disability | 72 | 44% | 55 | 40% | 148 | 44% | 164 | 46% | 198% |
| | Speech/Language Impaired | 18 | 11% | 17 | 13% | 25 | 8% | 26 | 7% | 53% |
| | Visually Impaired | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 0% |
| Primary Language | | | | | | | | | | |
| | English | 1 | 0% | 0 | 0% | 1842 | 90% | 1894 | 90% | 0% |
| | Another Language | 0 | 0% | 0 | 0% | 181 | 9% | 185 | 9% | 0% |
| | Spanish | 0 | 0% | 0 | 0% | 16 | 1% | 15 | 1% | 0% |
| | Arabic | 0 | 0% | 0 | 0% | 5 | 0% | 5 | 0% | 0% |
| | Russian | 0 | 0% | 0 | 0% | 2 | 0% | 2 | 0% | 0% |
| | No Language Reported | 951 | 100% | 881 | 100% | 1 | 0% | 1 | 0% | -100% |

PERFORMANCE DATA

| | | | | | | | | | | |
|------------------------------------|-----------------------|--------------|------|--------------|-----|-------------|------|--------------|-----|------------|
| Contacts Per Week | | | | | | | | | | |
| | Met | 739 | 78% | 719 | 82% | 1630 | 80% | 1706 | 81% | 137% |
| | Not Met | 213 | 22% | 162 | 18% | 417 | 20% | 396 | 19% | 144% |
| Escalation Status | | | | | | | | | | |
| | Alarm | 0 | 0% | 128 | 15% | 0 | 0% | 190 | 9% | 48% |
| | Approaching Alarm | 0 | 0% | 63 | 7% | 0 | 0% | 154 | 7% | 144% |
| | Exempt | 0 | 0% | 3 | 0% | 0 | 0% | 20 | 1% | 567% |
| | On Track | 952 | 100% | 687 | 78% | 2047 | 100% | 1738 | 83% | 153% |
| Performance Metrics | | | | | | | | | | |
| Grades PK-2 | | | | | | | | | | |
| | Average Performance | 87 % | | 87 % | | 81 % | | 86 % | | -1% |
| | Average Participation | 97 % | | 99 % | | 99 % | | 102 % | | 3% |
| | Average Attendance | 103 % | | 93 % | | 95 % | | 99 % | | 7% |
| Grades 3-5 | | | | | | | | | | |
| | Average Performance | 78 % | | 78 % | | 71 % | | 74 % | | -4% |
| | Average Participation | 96 % | | 106 % | | 91 % | | 103 % | | -2% |
| | Average Attendance | 106 % | | 100 % | | 97 % | | 103 % | | 3% |
| Grades 6-8 | | | | | | | | | | |
| | Average Performance | 68 % | | 66 % | | 66 % | | 68 % | | 3% |
| | Average Participation | 91 % | | 109 % | | 86 % | | 102 % | | -7% |
| | Average Attendance | 102 % | | 92 % | | 91 % | | 96 % | | 5% |
| Grades 9-12 | | | | | | | | | | |
| | Average Performance | 62 % | | 68 % | | 65 % | | 71 % | | 5% |
| | Average Participation | 82 % | | 104 % | | 85 % | | 100 % | | -4% |
| | Average Attendance | 97 % | | 91 % | | 88 % | | 94 % | | 3% |
| Total Average Performance | | 73 % | | 73 % | | 69 % | | 73 % | | 0% |
| Total Average Participation | | 92 % | | 105 % | | 89 % | | 102 % | | -4% |
| Total Average Attendance | | 102 % | | 94 % | | 92 % | | 97 % | | 4% |



Monthly Student Current Enrollment Comparison





COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

DEPUTY SECRETARY FOR ELEMENTARY
AND SECONDARY EDUCATION

717-787-2127
FAX: 717-214-2786

January 25, 2018

Dear Colleague:

Last week, the United States Department of Education (USDE) approved Pennsylvania's Every Student Succeeds Act (ESSA) [Consolidated State Plan](#), the state's most comprehensive federal education blueprint in recent history. The plan was shaped by the guiding principles of transparency, equity, and innovation, and underscores the commonwealth's commitment to creating more balanced and comprehensive school progress measures, reducing testing time, and supporting Pennsylvania's educators and students. Thank you, and those on your teams, for your collective leadership and involvement in shaping our plan.

While the federal statute provides states with new flexibility in several key areas, the law is explicit regarding the calculation and reporting of assessment participation rates. In short, the federal law requires states to "annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on [state assessments]."

Pennsylvania's initial and revised State Plan submissions to USDE sought to achieve a balance between this federal requirement and existing, state-level religious exemption provisions in Chapter 4. Ultimately, USDE ruled that this request did not meet the requirements of federal law and required Pennsylvania to change its achievement calculation related to assessment participation rates; to date, every approved state plan has been held to this same requirement.

It is important to note that there will be no change in how proficiency rates are calculated for schools that exceed 95 percent participation; in these cases, proficiency will be calculated based on the performance of tested students only. **However, where participation rates fall below 95 percent, each subsequent non-tested student must be designated as non-proficient.** For context, 2016-17 data indicate that the overwhelming majority of schools in the commonwealth will not be affected by this change. In implementing the participation rate provision of the federal statute, Pennsylvania will use the minimum standard as permitted by law.

To review your schools' 2016-17 participation rates, visit <http://paschoolperformance.org/>

There are many factors that affect a school's participation rate. The Department understands the importance of providing options to parents who choose to opt their children out of assessments for religious purposes, and those rights will continue to be upheld. In many cases, however, factors other than student opt-outs contribute to participation rate below 95 percent. For example, extended absences, miscoded records, and incomplete tests also play a significant role in a school's final participation rate.

The Department will hold an initial webinar for superintendents and other LEA chief administrators to further explain this change and provide you with assistance and solutions on Tuesday, January 30. You can register for a session at one of the following links:

1/30 at 1:00 <https://attendee.gotowebinar.com/register/1031024536296637186>

1/30 at 2:00 <https://attendee.gotowebinar.com/register/7373348453913250562>

1/30 at 3:00 <https://attendee.gotowebinar.com/register/1893788220868331266>

Additional webinars will be scheduled for specific members of your teams (e.g., PIMS administrators, assessment coordinators, principals and others). We encourage you to participate, but if you cannot, an archive of the webinar will be posted on [PDE's YouTube page](#) upon completion.

If you have any questions, please contact Brian Truesdale, Executive Assistant to the Deputy Secretary, at (717) 214-5433 or btruesdale@pa.gov.

Thank you,



Matthew S. Stem
Deputy Secretary

REACH Connections Academy
Revenue and Expense Statement Fiscal Year 2018
Period Ended January 31, 2018

| | January-18 Actual | YTD Actual | Annual Forecast | Annual Budget | Variance - Favorable (unfavorable) |
|---|----------------------|----------------------|--------------------|-------------------|---------------------------------------|
| Forecasted Enrollment | | | | | |
| Funded Enrollment | | | 2,015 | 1,700 | 315 |
| Revenue | | | | | |
| Regular Ed Funding | 2,561,381.65 | 11,470,226.42 | 17,022,985 | 14,039,678 | 2,983,307 |
| Special Ed Funding | 1,972,177.27 | 5,201,253.62 | 8,206,857 | 7,063,623 | 1,143,234 |
| Subtotal | 4,533,558.92 | 16,671,480.04 | 25,229,842.03 | 21,103,301.33 | 4,126,541 |
| Title I | - | - | 199,402 | 398,000 | (198,598) |
| Title II-A | - | - | 25,402 | 56,000 | (30,598) |
| Title VI - IDEA B | - | - | 137,095 | 213,000 | (75,905) |
| Title IV | - | - | 10,000 | - | 10,000 |
| E-Rate | - | - | - | - | - |
| Miscellaneous Income | 128.97 | 128.97 | 129 | - | 129 |
| Subtotal | 128.97 | 128.97 | 372,028 | 667,000 | (294,972) |
| Total Revenue | 4,533,687.89 | 16,671,609.01 | 25,601,870 | 21,770,301 | 3,831,568 |
| Compensation Expense | | | | | |
| Salaries - Administration | 75,909.18 | 454,485.20 | 996,984 | 937,036 | (59,948) |
| Benefits - Administration | 16,700.02 | 100,522.49 | 219,872 | 206,148 | (13,724) |
| Pension - Administration | 3,795.46 | 23,701.88 | 50,827 | 93,704 | 42,877 |
| Taxes - Administration | 8,177.80 | 36,834.03 | 85,659 | 84,333 | (1,326) |
| Subtotal Administration | 104,582.46 | 615,543.60 | 1,353,342 | 1,321,221 | (32,121) |
| Salaries - Teachers | 352,236.45 | 1,784,049.90 | 4,634,802 | 3,511,944 | (1,122,858) |
| Benefits - Teachers | 77,492.02 | 395,052.24 | 1,022,218 | 772,628 | (249,590) |
| Pension - Teachers | 17,611.82 | 77,371.18 | 219,909 | 351,194 | 131,286 |
| Taxes - Teachers | 38,432.07 | 160,684.55 | 417,252 | 316,075 | (101,177) |
| Subtotal Instructional Staff | 485,772.36 | 2,417,157.88 | 6,294,180 | 4,951,841 | (1,342,339) |
| Total Compensation Expense | 590,354.82 | 3,032,701.48 | 7,647,523 | 6,273,062 | (1,374,460) |
| Connections Products and Services | | | | | |
| Curriculum and Instructional Support Services | 352,386.67 | 1,571,341.30 | 3,771,170 | 3,063,370 | (707,800) |
| Student Connexus License | 150,430.00 | 573,160.00 | 1,304,730 | 1,084,889 | (219,841) |
| Student Technology Assistance Services | 204,108.57 | 992,927.57 | 2,443,057 | 1,963,295 | (479,762) |
| Enrollment/Placement/Student Support Services | 154,667.05 | 871,812.18 | 2,224,470 | 1,760,251 | (464,219) |
| School Operations Support Services | 139,685.00 | 532,220.00 | 1,211,535 | 1,007,397 | (204,138) |
| School Business Support Services | 34,384.00 | 131,008.00 | 298,224 | 247,975 | (50,249) |
| Special Ed Oversight | 159,000.00 | 537,000.00 | 1,134,000 | 870,585 | (263,415) |
| Professional Development Services | 16,625.00 | 53,000.00 | 100,125 | 95,293 | (4,832) |
| School Staff Support Services/Human Resources Support | 63,175.00 | 201,400.00 | 348,435 | 331,620 | (16,815) |
| Facilities Support Services | 2,083.33 | 14,583.32 | 25,000 | 25,000 | - |
| Direct Course Instruction Support | 7,829.01 | 41,118.75 | 73,125 | - | (73,125) |
| Total Connections Products and Services Fees | 1,284,373.63 | 5,519,571.12 | 12,933,871 | 10,449,675 | (2,484,196) |

REACH Connections Academy
Revenue and Expense Statement Fiscal Year 2018
Period Ended January 31, 2018

| | January-18 Actual | YTD Actual | Annual Forecast | Annual Budget | Variance - Favorable (unfavorable) |
|--|----------------------|---------------------|--------------------|-------------------|---------------------------------------|
| <u>Pass-Through Expenses</u> | | | | | |
| Office Supplies | 2,913.25 | 16,706.25 | 46,000 | 46,000 | - |
| Copiers/Reproduction | 625.18 | 3,012.54 | 16,000 | 16,000 | - |
| Office Postage | 475.97 | 3,482.11 | 21,000 | 21,000 | - |
| Student Testing & Assessment | 427.11 | 18,989.75 | 205,275 | 170,000 | (35,275) |
| Staff Recruiting/Background Checks | 868.71 | 4,378.58 | 84,000 | 84,000 | - |
| Staff Training/Prof. Dvlpmt. | 1,869.38 | 41,702.42 | 84,500 | 65,000 | (19,500) |
| Travel and Conferences | 1,632.34 | 10,896.03 | 78,000 | 60,000 | (18,000) |
| Travel- School Nurse | - | - | 5,000 | 5,000 | - |
| Maintenance & Repair | 1,602.32 | 3,903.57 | 20,000 | 20,000 | - |
| High Speed Internet | 509.30 | 2,782.99 | 10,000 | 10,000 | - |
| Telephone | 10.58 | 289.86 | 2,000 | 2,000 | - |
| Office Rent (including utilities) | 15,061.93 | 99,288.23 | 272,101 | 272,101 | - |
| Rent Operating Expense | - | - | 19,200 | 19,200 | - |
| Expensed Equipment | 50.86 | 99.09 | 20,000 | 20,000 | - |
| Expenses Pending Allocation | 5,504.48 | 44,933.09 | - | - | - |
| Student Technology Support Stipend | - | 172,444.89 | 554,243 | 459,000 | (95,243) |
| Student Printers | - | - | 90,563 | 75,000 | (15,563) |
| Special Education Direct Services | 12,073.22 | 125,707.94 | 316,365 | 262,000 | (54,365) |
| Contracted Pupil Health Support | - | - | 10,000 | 10,000 | - |
| STEM Programmatic Expenses | 1,432.33 | 19,876.72 | 149,000 | 149,000 | - |
| Extracurricular Activities | - | 3,117.10 | 42,500 | 42,500 | - |
| Team building | - | 46.36 | 46 | - | (46) |
| Total Pass-Through Expenses | 45,056.96 | 571,657.52 | 2,045,792 | 1,807,801 | (237,991) |
| <u>Other School Expenses</u> | | | | | |
| Banking fees | 272.25 | 1,370.55 | 2,300 | 1,000 | (1,300) |
| External Audit | - | - | 22,000 | 22,000 | - |
| Dues | - | 6,465.65 | 7,000 | 5,000 | (2,000) |
| D&O Insurance | - | 2,269.00 | 6,000 | 6,000 | - |
| Legal Services | - | 1,362.67 | 20,000 | 20,000 | - |
| Board Related Expense | - | 1,323.16 | 20,000 | 20,000 | - |
| Graduation Expense | - | - | - | - | - |
| Student Activities | 699.12 | 1,714.72 | 2,000 | 1,500 | (500) |
| Community Coordinators | - | - | 7,000 | - | (7,000) |
| Other School Expense | - | 304.15 | 1,500 | 1,500 | - |
| Accounting Services | 3,532.15 | 73,402.22 | 136,486 | 136,486 | - |
| Total Other School Expenses | 4,503.52 | 88,212.12 | 224,286 | 213,486 | (10,800) |
| Total Program Expenses Before Capital Outlay | 1,924,288.93 | 9,212,142.24 | 22,851,472 | 18,744,024 | (4,107,448) |
| Capital Outlay | - | 132,504.33 | 132,504 | - | (132,504) |
| Total Program Expenses Including Capital Outlay | 1,924,288.93 | 9,344,646.57 | 22,983,976 | 18,744,024 | (4,239,952) |
| Net Increase (Decrease) | 2,609,398.96 | 7,326,962.44 | 2,617,893 | 3,026,277 | (408,384) |
| Beginning fund balance | 6,850,315.73 | 2,132,752.25 | 2,132,752 | - | - |
| Ending fund balance | 9,459,714.69 | 9,459,714.69 | 4,750,646 | - | (408,384) |

**REACH Connections Academy
Balance Sheet
January 31, 2018**

ASSETS

Cash and Short Term Investments:

| | | |
|---------------------------------|----|---------------|
| Cash:Checking | \$ | 10,881,058.13 |
| Cash: Checking- Reserve Account | | 88.97 |
| | | 10,881,147.10 |

Other Current Assets:

| | | |
|-------------------------------|--|--------------|
| Pupil SPED Funding Receivable | | 5,201,253.62 |
| Federal Program Receivable | | 215,795.58 |
| | | 5,417,049.20 |

| | | |
|-----------------------------|--|----------------------|
| Total Current Assets | | 16,298,196.30 |
|-----------------------------|--|----------------------|

Fixed Assets:

Property Plant & Equipment:

| | | |
|-----------------------------------|--|-------------|
| Computer Hardware | | 53,423.06 |
| Leasehold Improvements | | 98,774.39 |
| Furniture | | 91,560.42 |
| Accum Depr:Computer Hardware | | (2,966.00) |
| Accum Depr:Leasehold Improvements | | (22,181.92) |
| | | 218,609.95 |

| | | |
|-------------------------|--|-------------------|
| Net Fixed Assets | | 218,609.95 |
|-------------------------|--|-------------------|

| | | |
|---------------------|--|------------------------|
| Total Assets | | \$16,516,806.25 |
|---------------------|--|------------------------|

LIABILITIES

Current Liabilities:

| | | |
|-----------------------------------|--|--------------|
| Accrued Expenses | | 14,341.09 |
| Deferred Revenue | | 2,004,289.09 |
| Due to (from) Connections Academy | | 4,781,328.06 |
| Pension Payable | | 38,523.37 |
| | | 6,838,481.61 |

| | | |
|----------------------------------|--|---------------------|
| Total Current Liabilities | | 6,838,481.61 |
|----------------------------------|--|---------------------|

| | | |
|--------------------------|--|---------------------|
| Total Liabilities | | 6,838,481.61 |
|--------------------------|--|---------------------|

FUND BALANCE

| | | |
|------------------------|--|--------------|
| Beginning Fund Balance | | 2,132,752.25 |
| Invested in Capital | | 218,609.95 |
| Change in Fund Balance | | 7,326,962.44 |
| | | 9,678,324.64 |

| | | |
|----------------------------|--|---------------------|
| Ending Fund Balance | | 9,678,324.64 |
|----------------------------|--|---------------------|

| | | |
|---|--|------------------------|
| Total Liabilities and Fund Balance | | \$16,516,806.25 |
|---|--|------------------------|



Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, January 17, 2018 at 9:00 a.m.

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

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:08 a.m. when all participants were present and able to hear each other.

Board Members Present: David Taylor and Dave Biondo (in person); Joe Harford and Gail Hawkins-Bush (via phone);

Board Members Absent: Paul Donecker and Alex Schuh;

Guests: Jane Swan, School Leader; Michael Hinshaw, John McMurray and Karen Yeselavage, School staff; Kevin Corcoran, Charter Choices, Financial Consultant; Megann Arthur, POBL staff (in person); LeeAnn Richie and Nancy Wagner, School staff; Andrew Pasquinilli, Amanda Jay, Tina Blair and Mindy Whisman, Pearson Online & Blended Learning (POBL) staff (via phone).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the Agenda distributed prior to the meeting. The Board added an Information Item to discuss upcoming professional development conference opportunities. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the January 17, 2018 meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. Principal's Report

Ms. Swan provided the Board with an update on school activities and staff efforts with regards to specific initiatives, including S.T.E.M.

i. School Operations Metrics

Ms. Swan presented this item to the Board. She reviewed the data included in the Board materials, highlighting the school's performance as compared with other Pearson Online and Blended Learning (POBL) partnering schools of similar size and years in operation. Board members discussed the metrics data with Ms. Swan.

ii. Special Education Audit Update

Ms. Swan reviewed the anticipated process for the upcoming routine visit from the state regarding special education services at the school. She discussed the staff preparations for the audit.

b. Financial Report

Ms. Whisman reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Whisman further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting.

Mr. Corcoran advised the Board regarding the fund balance, and continued discussions regarding potential uses for the funds. Board members had discussion on the upcoming charter renewal timing, and the metrics used to evaluate the school, financially in particular.

Ms. Blair and Mr. Corcoran had a brief discussion with the Board regarding the finalization of the FY17 audit.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the November 29, 2017 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s) for November and December;
- d. Approval of LiveSpeech Invoice(s);
- e. Approval of Revision(s) to the 2017-2018 School Year General School Handbook: Clubs and Activities Policy;
- f. Approval of Revision(s) to the 2017-2018 School Year State Specific School Handbook: Maximum Age to Enroll and Truancy Policies;
- g. Approval of the 2018-2019 School Year General School Handbook; and
- h. Approval of the 2018-2019 School Year State Specific School Handbook; are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of Funded Enrollment Target for the 2018-2019 School Year

Ms. Swan reviewed the proposed enrollment target for the 2018-2019 school year of 2,800 students and sought Board input in regards to the number. The Board had a discussion and agreed that this was a good target to set for the upcoming school year based on staffing and budget. The motion was made and seconded as follows:

RESOLVED, the funded enrollment target for the 2018-2019 school year, as presented, is hereby approved.

The motion passed unanimously.

VII. Information Items

[Ms. Jay joined the meeting at 9:35 a.m.]

a. State Relations Update

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school. Board members had discussion on specific bills to be watched, and potential effects on the school.

b. Partner School Leadership Team (PSLT) Update

Mr. Pasquinilli presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) School Leadership Team, highlighting specific operational metrics that were areas of great growth for the school.

c. Budget Development Process Update

Ms. Jay thanked the Board for the work and partnership with POBL, and reviewed the upcoming budget development process, including all involved. Board members had discussion on the school's budget process, and some potential new initiatives to consider as it is developed for the upcoming school year.

d. Upcoming Board Professional Development Conference Opportunities Update

Members of the Board had discussion regarding the value of participation in certain national conferences for Board professional development. There was discussion regarding Board member availability, and intent to continue the discussion at the Board's next meeting.

VIII. 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 9:52 a.m. The Board cited the following for entering into the Executive Session: 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, pursuant to 65 Pa. C.S. §§ 708(a)(1). Board members entered into the Executive Session via a roll call vote. Board members present were: David Taylor, Dave Biondo, Gail Hawkins-Bush and Joe Harford. Guests present at the request of the Board were: Andrew Pasquinilli and Megann Arthur. All others left the meeting at this time.

[Mr. Harford left the meeting at 10:00 a.m.]

Open Session resumed at 10:05 a.m. via a roll call vote. No action was taken during Executive Session.

IX. Adjournment and Confirmation of Next Meeting - Wednesday, February 21, 2018 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting will be held on Wednesday, February 21, 2018 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 10:06 a.m.

Staffing Report

New Hires

| Name | Area | Compensation | Bonus Potential | Start Date |
|--------------------|------------------------------------|--------------|-----------------|------------|
| Gaughan, Amanda | Teacher- Elementary | \$ 39,000.00 | 0.04 | 2/5/2018 |
| Kauffman, Holly | School Administrative Assistant II | \$ 17.00 | 0.04 | 2/26/18 |
| Martenev, Tina | Teacher- Secondary | \$ 43,500.00 | 0.04 | 2/12/18 |
| McCray, June | Teacher- Special Ed | \$ 47,500.00 | 0.04 | 2/5/18 |
| McGee, Joseph | Teacher- Secondary | \$ 42,000.00 | 0.04 | 2/20/18 |
| Petta, Stephanie | Teacher- Secondary | \$ 45,500.00 | 0.04 | 2/20/18 |
| Polonsky, Kimberly | Social Worker | \$ 55,000.00 | 0.04 | 2/13/18 |
| Poor, Cassandra | Teacher- Elementary | \$ 45,000.00 | 0.04 | 2/5/18 |
| Schwarz, Julie | Teacher- Secondary | \$ 41,000.00 | 0.04 | 2/26/18 |
| Stewart, Diane | Teacher- Secondary | \$ 49,500.00 | 0.04 | 2/26/18 |
| Vernouski, Jessica | Teacher- Elementary | \$ 40,000.00 | 0.04 | 2/5/18 |

Departing Employees

| Name | Area | Last Day of Work | Reason for Leaving |
|------|------|------------------|--------------------|
| n/a | | | |

Promotions / Position Changes

| Name | Former Position | New Position | Compensation | Bonus Potential | Start Date |
|------|-----------------|--------------|--------------|-----------------|------------|
| n/a | | | | | |

Amanda Gaughan

22 Beryl Road

Paoli, PA 19301

570-862-3449 or ameyer1125@gmail.com

Seeking a teaching position in grades K-4 demonstrating the ability to plan and implement high quality lessons that promote the intellectual growth of students via an online platform.

Professional Work Experience

VIPKID

SEPTEMBER 2017 – PRESENT

Online ESL Teacher

- Immerse students ages 4-15 in an interactive online portal in an effort to enhance their English speaking abilities.
- Provide differentiation according to the students' ability levels.
- Certified for all levels (PreVIP-Level 6) with 100% favorable parent reviews.

IN-HOME DAYCARE

AUGUST 2016 – PRESENT

Self-Employed

- Maintain an orderly classroom environment where children feel safe and are exposed to various modes of learning (visual, auditory, etc.).
- Incorporate a personalized curriculum to meet the child's needs and the parents' expectations.
- Utilize communications skills to ensure students understand the purpose of learning and parents are knowledgeable regarding their child's progress.

THE MALVERN SCHOOL

OCTOBER 2013 – AUGUST 2016

Head Teacher

- Developed lesson plans in accordance with NAYCE standards.
- Collaborated with other educators to enhance and implement STEM lesson plans created by the director of education at The Malvern School
- Performed supervisory duties to ensure the assistant teacher executed the lessons according to the objectives.
- Collected anecdotal records to document students' progress throughout the day.

EDUCATION

PENNSYLVANIA DEPARTMENT OF EDUCATION

State of Pennsylvania Teaching Certification (PreK-4)

WEST CHESTER UNIVERSITY

Bachelor of Science in Early Grades Preparation

- GPA: 3.76
- Dean's List; National Honors Society
- Summa cum Laude

ADDITIONAL SKILLS

- Microsoft Office Suite including Word, Power Point, and Excel
- Online Teaching Portal
- Smartboard

Holly S. Kauffman

2306 Valley Rd. East Petersburg, PA 17520

H-717-869-6192 | C-717-701-7918 | whckauffman@gmail.com

OBJECTIVE

I am interested in being a part of Reach Cyber Charter School as an Administrative Assistant. I would like to see children of various abilities surpassing their educational goals.

PROFESSIONAL SUMMARY

I have been a Direct Support Professional for 17 years and have gained in depth knowledge of Individualized Support Plans, data entry, scheduling and assisting with medical appointments and have developing lasting relationships with individuals and families.

SKILLS

- Knowledge of GIEP/ISPs
- Strengths in documentation
- Dedication
- Advocacy
- Relationship building skills
- Adaptability

WORK EXPERIENCE

11/2000-Current Direct Support Professional

Keystone Human Services of Lancaster County-Lancaster, PA

As a Direct Support Professional I work in residential homes and individuals' homes. I work with the individual to promote health, safety and well-being. I attend ISPs and appointments; assist with habilitation skills for increased independence in the home and community. I follow each ISP's guidelines and document as required.

2009-2012 Substitute for Food and Janitorial Services

Hempfield School District-Landisville, PA

I worked as a substitute food service employee, dishwasher and janitor for various schools in the Hempfield School District.

EDUCATION

Millersville University of Pennsylvania- Millersville, PA

Modern Social Welfare Dilemmas Course

Winter 2012

Elementary Education/Special Education

Millersville University of Pennsylvania -Millersville, PA

January 2000-December 2000

Elementary Education/Special Education with Concentration in Physical Education

Clarion University of Pennsylvania -Clarion, PA

August 1998-December 1999

Physical Education Major
Butler County Community College- Butler, PA
January 1997-May 1998

Professional Achievements

As an employee at Keystone Human Services, I have received two honors of employee of the year in 2012 and 2016. I was nominated for a Pennsylvania Advocacy Resources for Autism and Intellectual Disability Award in 2016.

Tina Marteney

3078 Bacon Avenue ♦ East Palestine, OH 44413 ♦ (330) 531-4338 ♦ tina.marteney@gmail.com

Profile

Motivated, personable, and multi-talented educator with formal, informal, on-ground, blended/hybrid, and online (both asynchronous and synchronous) teaching experience with strengths in curriculum development and design, instructional design, e-learning teaching strategies, mentoring, writing and editing.

Skills Summary

- ♦ AP High School Level Teaching
- ♦ College-Level Teaching
- ♦ Virtual/Online Education
- ♦ Blended Learning
- ♦ Learning Management Systems (LMS)
- ♦ Curriculum Development
- ♦ Content Writing/Editing
- ♦ Course Sequencing/Standards Analysis
- ♦ Instructional Design
- ♦ Project Management
- ♦ Working Remotely
- ♦ Published Author

Relevant Experience

Southern New Hampshire University (SNHU)

Adjunct Faculty: Interdisciplinary Studies

Dec. 2017 – Present

Key Responsibilities: demonstrate active engagement; engage and create connections with students through announcements, discussion boards, grading feedback, and individualized outreach; respond to student inquiries within 24 hours; collaborate with advisors; provide external links to resources, articles, research studies, and various other tools to help support and enhance learning experience; and participate in required trainings and professional development opportunities as they arise.

Courses: *Interdisciplinary Studies: Perspectives in Liberal Arts*

K12, Inc.

High School English Teacher: K12 International Academy

Feb. 2016 – Present

Key Responsibilities: instruct course content and grade student assessments and coursework; assist students in course progress; teach live online classes related to active course content; manage course gradebooks and announcements; enhance online education experience; provide student and school support as needed.

Courses: *AP English Language and Composition / Literary Analysis and Composition I (Core & Honors) / Literary Analysis and Composition II (Core & Honors) / American Literature / Public Speaking*

Robert Morris University

Adjunct Faculty: Communication Skills

July 2015 – Present

Key Responsibilities: create class syllabus and curriculum content for synchronous classes; utilize instructional design skills and learning management system programs to create, manage, and present course materials and resources; grade assessments and coursework; provide constructive feedback; teach courses both on-ground and online; various record keeping, grade reporting, and classroom management tasks.

Courses: *Communication Skills: Reading and Writing Strategies / Communication Skills: Reading and Writing Strategies (College Credit in High School course)*

Tina Marteney

Lincoln Learning Solutions

Secondary Online English Teacher

Curriculum Project Coordinator (SME) & Course Writer

May 2013 – Feb. 2016

Jan. 2015 – Sept. 2015

Key Responsibilities: instruct course content and grade student assessments and coursework; lead curriculum development of assigned English courses; engage in curriculum management, course sequencing, and standards analysis; work with subject matter experts and external authors; determine, evaluate, and recommend strategies for future course creation; use the ADDIE Model for curriculum development and instructional design; master subject area content to support external authors and project managers; manage multiple projects simultaneously.

Courses: English Language Arts (Grade 8) / Introduction to College Writing / Creative Writing / Introduction to Mass Media / Public Speaking

Franklin Center of Beaver County – Summer Programs

Green Team (STEM) Program Lead/Teacher

June – Aug. 2012

Advanced Business Camp Counselor/Teacher

June – Aug. 2011

Key Responsibilities: curriculum development and instructional design of program; creation of lesson plans; instructed and mentored program youth in all subject areas including STEM (science, technology, engineering, and math), Entrepreneurship, Business, and English; kept track of student attendance and performance benchmarks; modified program materials and lessons to meet the needs of program youth; supervision of all students; use of co-teaching, peer tutoring, small and whole group interaction, and the ADDIE model.

Education and Training

ROBERT MORRIS UNIVERSITY: Moon Township, PA

➔ **Master of Science in Instructional Leadership**

August 2014

Active PA Instructional I English Certification (Grades 7-12)

January 2013

Active OH Initial Out-of-State English Certification (Grades 7-12)

June 2013

HERZING COLLEGE: Madison, WI

Bachelor of Science in Business Administration

June 2008

Program Proficiency

LMS Systems: *Desire2Learn (D2L), Brightspace, Blackboard, Blackboard Collaborate, Brainhoney, Buzz, edMastery*

Project Management: *Total View School (TVS), JIRA, Rubicon Atlas, SoftChalk Create, Google Documents, SharePoint, Microsoft Outlook, Microsoft Office, and Office365*

Publications

Educational Article: *Teachers' perceptions of the benefits of online instruction for students with special educational needs* **British Journal of Special Education, July 2016**

Novel: *Life Neverlasting*

AuthorHOUSE, December 2005

Activities/Accomplishments

RMU's Women's Leadership and Mentorship Program: Mentor for 2016-2017

Past Professional Photographer: HohlaCreations, *Life through Creativity* (2010-2016)

Central Valley School District: Past Assistant High School Volleyball Coach (2010 & 2011 Seasons)

June E. McCray

131 Mayberry Avenue Reading, Pennsylvania 19605
717-682-7251 ♦ mccrayje15@gmail.com

PROFILE

Dedicated teacher with over ten years of teaching practice. Experienced with teaching at-risk students including but not limited to those with special needs including autism, and behavioral concerns. Committed to developing students emotionally, socially, and academically, according to their individual needs.

SKILLS

- Effective communicator, both written and spoken
- Experienced in working with a multi-disciplinary team
- Knowledge of current researched-based instructional methods and intervention models
- Trained in CPI, CPR and First Aid.

EDUCATION

DOCTOR OF EDUCATION

Specialization: Special Education
Northcentral University

currently enrolled
GPA – 3.94/4.0
Prescott Valley, Arizona

MASTER OF URBAN EDUCATION

Certification in Special Education and Elementary Education
Alvernia University

Graduated – May, 2010
GPA – 3.890/4.0
Reading, Pennsylvania

BACHELOR OF ART – COMMUNICATION

The University of Pittsburgh at Johnstown
Additional emphasis in Psychology

Graduated – May, 1994
Johnstown, Pennsylvania

PROFESSIONAL EXPERIENCE

Therapy Resource Center

Special Instructor/Behavior Specialist

Wyomissing, Pennsylvania
February 2016 to Present

- Plan curriculum, including materials and time that lead to achieving the outcomes on the IFSP
- Provide families with information, skills, and support related to enhancing the skill development of their child
- Design learning activities that promote the acquisition of skills in a variety of developmental areas

Reading School District

Special Education Teacher/ Learning Support; Emotional Support

Reading, Pennsylvania
December 2008 to June 2016

- Implemented creative ways to teach within the district designed curriculum and modify curriculum to match IEP goals
- Developed and maintained individual academic and behavioral goals for all assigned students
- Created IEP's in conjunction with a multi-disciplinary team

Joseph A. McGee

28 Pine Valley Road
Broomall, PA 19008

jamcgee72@gmail.com

(570) 242-2955

Certification: Pennsylvania Instructional I (Social Studies 7-12)

Education:

East Stroudsburg University (East Stroudsburg, Pennsylvania): Spring 2012-Fall 2013

Graduate Secondary Education Certification Program

Concentration: Social Studies

GPA: 3.86

Temple University (Philadelphia, Pennsylvania): Fall 2007-Fall 2011

Bachelor of Arts in History

GPA: 3.03

Honors: Dean's List

Experience:

History Teacher (*Memphis Street Academy Charter School*) Nov 2016-Present

- 7th grade Social Studies teacher
- Worked on a daily basis with English Language Learners, students with special needs, and students who need behavioral support
- Effectively planned diverse lessons for students from all different reading levels and academic backgrounds
- Have helped to implement a school wide Independent Reading Language Arts program
- Consistently maintained a positive and professional attitude
- Have developed great relationships with at-risk students and always taught in a positive learning environment
- Volunteered for after-school activities
- Consistently coordinate with colleagues to effectively meet the needs of all Memphis St. students
- Maintained consistent contact with parents

History Teacher (*Community Academy of Philadelphia Charter School*) 2014- 2016

- Taught 7th and 8th grade U.S. history to at-risk students in an urban environment
- Adapted lesson plans on a daily basis for students with special needs and ELLs
- Managed class sizes of over 30 students per class
- Worked as an after-care provider for students that stayed for late pick-up
- Coordinated with Special Education and other teachers to effectively meet the needs of all students
- Helped to create an after-school basketball program for 7th and 8th graders
- Utilized SmartBoard and other technology in classroom on a daily basis

Stephanie Ann Petta
spett018@live.kutztown.edu
701.302.8028

Permanent Address:

4308 Arendell Ave Apt 8
Philadelphia, PA 19114

OBJECTIVE With my four years of experience, knowledge and education, I would impact any secondary education system by implementing innovative ideas and standards. As an intellectual, my interactions with students, faculty and the community are a priority to expand myself professionally and to influence my work as a self-motivated person for planning organizational procedures and practices.

QUALIFICATIONS

- Passionate about learning
- Work well with mentally challenged students and students with behavioral issues
- Experience as Acting High School Counselor and Class Advisers, as well as many other extracurricular activities

EDUCATION

B.S.Ed. Kutztown University of Pennsylvania Kutztown, PA
Major: Secondary Education May 2012
Concentration: English
GPA 3.28

MA Mercy College Dobbs Ferry, NY
Major: English Literature Spring 2015-Present
GPA 3.94

HONORS

Kappa Delta Pi – International Honor Society in Education 2011-Present
Sigma Tau Delta – International English Honor Society 2011-Present
Dean’s List Spring 2011-Spring 2012
Student Government Board Spring 2010-2012

TEACHING EXPERIENCE

Middle School English Language Arts Teacher December 2016-Present
Memphis Street Academy Charter School
-2950 Memphis Street
Philadelphia, PA 19134

Stephanie Ann Petta

Page Two

TEACHING EXPERIENCE CONTINUED

High School English Teacher

August 2015-December 2016

Max Public School District

-2855 Hwy 83, Max, ND

7-12 High School English Teacher, 7th Grade Adviser, Speech Coach, Lead of Drama,
Team Member of School Improvement

High School English Teacher

September 2014-June 2015

New Rockford-Sheyenne School District

-437 1st Ave., New Rockford, ND

10-12 High School English Teacher, Yearbook Advisor, 8th Grade Adviser

High School English Teacher

September 2013-July 2014

Northern Cheyenne Tribal School

-1 Campus Drive, Busby MT

High School English Teacher, Newspaper and Yearbook Adviser, Senior Adviser, Prom
Adviser, Coordinator for School In-services, and Acting Counselor.

Lead Teacher

February 2013-September 2013

The Goddard School

-1820 County Line Road, Huntington Valley, PA

The Lead Teacher of a Preschool classroom. Teaching language arts, cognitive skills,
Spanish, Sign Language, etc. to children 3-4 all year.

RELATED EXPERIENCE

Site Coordinator for Morning and Afterschool Program

-Worked with at-risk students to assist with homework and plan enrichment
activities four days a week. Managed staff. Helped to build a new program with
21st Century for New Rockford-Sheyenne School District.

Reading Buddies

-Established, created and ran this program for New Rockford-Sheyenne School
District. Opportunities for high school students to pair with elementary students
for reading and enrichment activities during the school day twice a month.
Lessons built around North Dakota State Standards.

Site Coordinator and Lead Teacher for Summer School Program

-Created summer school curriculum for grades 1-6 at New Rockford-Sheyenne
Public School District. Led four teachers and two aides through four weeks of
summer session, as well as instructed my own classroom of twelve students.

VOLUNTEER EXPERIENCE Four for the Future (2006-Present); Light the Night Walk
(2009-Present); Relay for Life (2012-Present)

Kimberly Polonsky, LSW, CSC
307 Russell Avenue
Douglassville, PA 19518
(484)942-0055
kapolonsky@gmail.com

Work Experience:

September 2017-Present Global Teletherapy Baltimore, MD

Virtual School Counselor

- *Provide individual and group counseling to individual students, small groups, and families.
- *Provide parent training to assist families with understanding the accommodations under their 504 services plans and IEPs.
- *College planning and life goals.
- *Complete weekly case notes.
- *Provide data, progress monitor, and attend 504, IEP, and team meetings.
- *Case management
- *Parent training
- *Consult with administrative staff and teachers at virtual schools.
- *Maintain continuous professional growth. Includes participation in in-services, workshops and conferences that will enhance the knowledge and skills of the school counselor.

August 2009-Present Delaware County Community College Media, PA

Adjunct Professor Online and Traditional Classroom

- *Personally develop the objectives, syllabus and course outline including learning objectives and outcomes.
- *Teach a diverse population of traditional students, working adults, and returning students with a wide variety of educational backgrounds and experience.
- *Use a variety of teaching methods to ensure student success.
- *Experience using WebCT, Blackboard, Webstudy, Canvas, and a variety of proprietary platforms.
- *Courses taught: Introduction to Sociology, General Psychology, Counseling Skills, Abnormal Psychology, Lifespan Human Development, Adulthood and Aging, Introduction to Theories of Personality, Experiences in Diversity and Theories of Counseling
- *Support students with academic difficulties.

August 2007-June 2015

Marple Newtown School District

Broomall, PA

Elementary Guidance Counselor

- *Provide direct support to individual students, small groups, and classrooms.
- *Complete assessments, referrals, and counseling with students and families.
- *Oversee implementations of guidance based programs.
- *Consults with other professional staff and outside agencies
- *Serve as a member of the Instructional Support Team and Child Study.
- *Conduct professional development workshops.
- *Provide monthly classroom guidance lessons.
- *Oversee monthly character trait assemblies.
- *Provide individual and group counseling during Summer Extended School Year Program.
- *Write, develop, and implement 504 service plans and positive behavior support plans.
- *Oversee state testing administration.
- *SAP certified
- *Safety trained.
- *Mentored new staff and practicum students from local universities.
- *Created community service program raising over \$10,000 for local and global charities.

November 2002 – August 2007

Child Guidance Resource Center

Havertown, PA

School Based Counselor-Marple Newtown School District

- *Provide individual and group counseling to regular education, learning support, and emotional support students.
- *Provide emotional support, psychosocial rehabilitative activities and crisis intervention.
- *Support educational staff with the implementation of individualized education plans.
- *Coordinate ongoing assessment of students.
- *Participate in instructional support team meetings, IEP meetings and parent/teacher conferences.
- *Collect observation data needed for Functional Behavior Assessments.
- *Write Functional Behavior Assessments and Behavior Plans specific for students' needs.
- *Conduct classroom guidance lessons to all students.

February 2003-August 2007

Outpatient Therapist

- *Provide individual and family therapy to children, adolescents and families.
- *Provide crisis management.
- *Consult with school personnel and other professionals involved with children.
- *Provide clinical case management.
- *Complete all chart and billing documentation.

November 2002-January 2006 Behavior Specialist Consultant

- *Design and direct the implementation individualized behavior modification plans.
- *Provide consultation to the treatment team.
- *Identify behavioral goals and intervention techniques.
- *Perform assessment, service design and monitoring.
- *Participate in interagency meetings.

May 2000-November 2002 Children and Youth Services Upper Darby, PA

Caseworker II

- *Conduct initial investigation and assessment of referrals; establish whether abuse or neglect is evident.
- *Determine and recommend appropriate services utilizing holistic approach (family counseling, drug and alcohol evaluation or psychological evaluation) based on assessment of family relationships.
- *Provide individual and family counseling.
- *Develop and implement family service plans.
- *Prepare court petitions and collaborate with legal teams.
- *Collaborate with various professionals involved in case.

Education:

May 2006 Rosemont College Rosemont, PA
CSC, Certified Elementary School Guidance Counselor
Pennsylvania Elementary School Guidance Counselor Certification

May 2002 Temple University Philadelphia, PA
MSW, Master's of Social Work.

May 2000 Temple University Philadelphia, PA
BSW, Bachelor's of Social Work
Magna Cum Laude
Certificate in Child and Family Services.
Member of Alpha Delta Mu, National Social Work Honor Society
Dean's List January 1997 through May 2000

Cassandra Poor
252 Snow Valley Dr.
Drums, PA 18222
(570) 708-2018 (primary)
poorhaus@ptd.net

EXPERIENCE

08/1994 - 06/2017

First Grade Teacher, Wilkes-Barre Academy

Wilkes-Barre, PA

Taught first and second grade Math, Science, and Social Studies.
Instructed first graders in Spelling, Handwriting, Art, and Current Events.
Employed and integrated technology including iPads, Smartboard, desktop and laptop computers (Windows OS)
Organized Peer Tutoring program.
Served as Student Council Advisor and Treasurer.

08/1993 - 06/1994

Science Teacher, Wilkes-Barre Academy

Wilkes-Barre, PA

Instructed fifth, sixth, and seventh grade students in Life Science, Physical Science, Earth Science, word study and public speaking.
Organized Science Fair for sixth grade students.
Supervised after school homework program.

08/1992 - 07/1993

Preschool Teacher, The Cookie Corner

Wyoming, PA

Created and implemented foundational lessons for four separate classes.
Integrated art, music, and movement into pre-reading readiness, number and color awareness, age appropriate self care, and social skills.
Supervised snack, nap, and play times.
Ensured students were dismissed to an authorized family member or caregiver.

EDUCATION

08/1988 - 05/1992

College Misericordia

Dallas, PA

Bachelor's degree

Major: Elementary Education

Early Childhood Certification

Cum Laude graduate.

Served one year as Education Club President.

Served as commuter student representative on the college strategic planning committee.

CERTIFICATIONS AND LICENSES

Level I Instructional Certificate issued by Pennsylvania Department of Education

Active Act 48 status

Additional Information

I have additional work experience as a grocery cashier (including supervisory work in the office), cake decorator, camp counselor, and am currently an independent Avon representative.

Julie Schwarz

EDUCATOR

CONTACT



570-977-6760



Jboha240@live.kutztown.edu



140 Woods Crossing
Saylorsburg, Pa 18353

CERTIFICATION

STATE OF PENNSYLVANIA

Elementary Education Grades 4-8
Concentrations in Science and
English

EDUCATION

BACHELOR OF SCIENCE IN
EDUCATION

Kutztown University
Kutztown, Pa | December 2013

MASTERS OF EDUCATION WITH
READING SPECIALIST CERTIFICATION

Holy Family University
Philadelphia, Pa | Anticipated
Completion August 2018

OBJECTIVE

- Enthusiastic teacher eager to aid in the success of children.

QUALIFICATIONS

- Strong verbal and personal communication skills
- Decision making, critical thinking, organizing, and planning
- Motivated to further knowledge through professional development
- Conversational in Spanish

Professional Experience

FIFTH GRADE TEACHER | ARTS ACADEMY CHARTER MIDDLE SCHOOL
AUGUST 2015 - PRESENT | ALLENTOWN, PA

- A full-time teacher instructing in English Language Arts, Science and Social Studies
- Established rapport with students and parents
- Differentiated Instruction
- Team Collaboration
- Performed classroom benchmark assessments

LONG TERM SUBSTITUTE | ST MICHAEL THE ARCHANGEL SCHOOL
APRIL 2015 - JUNE 2015 | BETHLEHEM, PA

- A long term substitute teacher instructing in Science to grades 6, 7, and 8
- Established rapport with students and parents
- Differentiated Instruction
- Team Collaboration

SAT PROCTOR | PLEASANT VALLEY SCHOOL DISTRICT
MARCH 2016 - PRESENT | BRODHEADSVILLE, PA

Julie Schwarz

EDUCATOR

PROFESSIONAL AFFILIATIONS

Association of Middle Level Education
2012-Present

EXPERTISE

- Whole Class / Small Group Instruction
- Differentiated Lessons
- Classroom Management
- Technology Integration
- Student Assessment
- Inquiry Based Learning
- Parent-Teacher Communication
- Team Collaboration

EXPERIENCE CONTINUED

TUTOR | HUNTINGTON LEARNING CENTER
MAY 2015 - JUNE 2016 | BETHLEHEM, PA

SUMMER SCHOOL TEACHER | ROBERTO CLEMENTE CHARTER
ELEMENTARY SCHOOL
JUNE 2015 - AUGUST 2015 | ALLENTOWN, PA

- Summer school teacher for grade 3
- Differentiated Instruction
- Collaboration

DIANE E. STEWART

108 Manchester Circle, Pittsburgh, PA

Phone: 724 513-4661

EMAIL: dianeprinstewart@gmail.com

SUMMARY OF QUALIFICATIONS

- Experience in a variety of fields: Customer Service, Education, Technology
- Excellent Speaking, Writing, Organizational and Communication Skills
- Extensive Technology Experience as a Computer Tutor and Programmer
- Outstanding Motivational Skills
- Creativity in Instructional Presentations and Strategies
- Friendly, Energetic, Compassionate, Patient

EXPERIENCE

8th Grade Math Teacher: July, 2011 – Present
Agora Cyber Charter School, King of Prussia, PA

High School (9-10) Math Specialist: November, 2010 – June, 2011
Agora Cyber Charter School, King of Prussia, PA

Mathematics Tutor: March, 2010 – May, 2014
Tutor Doctor, Total Learning Centers, Pittsburgh, PA
Tutored Students in Geometry, Algebra 1, Algebra 2, Pre-Calculus, Calculus, SAT Prep

YMCA Program Director, Instructor, Trainer, Director of Volunteers
Sewickley Valley YMCA, Sewickley, PA, 1984-1990

- Responsible for Teaching Classes, Hiring Instructors, Training Staff. and Customer Service at a

TECHNICAL EXPERIENCE

Systems Specialist, Alltel Information Services, 1992-1999, Pittsburgh, PA
Computer Programmer, USX Corporation, 1991-1992, Pittsburgh, PA

DEGREES

Master of Arts in Physical Education – Ohio State University, Columbus, Ohio
Bachelor of Arts in History – Denison University, Granville, Ohio
Associate Degree in Computer Science – Community College of Allegheny County

CERTIFICATIONS

Mathematics 7-12, State of PA, January, 2009
Mathematics 6-12, American Board of Certification for Teacher Excellence, March 2008
Physical Education K-12, State of Pennsylvania, 1981

LEADERSHIP and SERVICE

- Served on the Comprehensive Planning Committee (2014) at Agora Cyber Charter School
- Served on the "Teach Like a Champion" Committee (2014-2016) at Agora Cyber Charter School
- Served on the SIP (School Improvement Plan) Committee (2012) at Agora Cyber Charter School
- Former Board Member – Western Pennsylvania School for the Deaf
- Volunteer: Pittsburgh Community Food Bank, Animal Friends, Habitat for Humanity
- Sunday School Teacher – Mt. Nebo Presbyterian Church

Jessica Vernouski

11 Prospect St.
Pittston, PA 18640
570-540-5820
Javernou@yahoo.com

Education:

Bloomsburg University, Bloomsburg, PA

Dual Major: Special Education and Elementary Education

Bachelors of Science: Education, Magna Cum Laude, 3.8 GPA

PA Teaching Certifications: Special Education (Pre-K – 12), Elementary Education (K - 6), English (7 – 12)

Professional Experiences:

Appeals Specialist, Maximus, Pittston, PA (December 2015 to present)

- Selected as the Impact Employee of the Month by project management for my contributions and positive impact on the company of over 600 employees.
- Awarded the Maximus "blue shirt" by department management which is presented to employees who have made a significant impact on the project.
- Integral part of assisting upper management test and develop a user guide for utilizing HealthCare.gov, as well as train multiple departments to use HealthCare.gov.
- Use innovative thinking to generate ideas to improve the adjudication process, such as creating a Split Review Tool.
- Assist upper management and senior consultants by providing input for and writing work instructions for numerous letters, guidelines, and processes.
- Analyze information and process a variety of appeal types, including escalated appeals for the Affordable Care Act with accuracy, as demonstrated by maintaining over a 98% quality score.

Customer Service Representative, Social Security Administration, Wilkes-Barre, PA (August 2014 to December 2015)

- Provide excellent customer service while handling incoming calls from the public, answering general policy questions, establishing claim leads, resolving problems and correcting entitlement errors involving Social Security Disability, Retirement, and Medicare.

Emotional Support Teacher, NHS, Scranton, PA (May 2013 to March 2014)

- Demonstrate strong presentation skills to implement lessons in all academic subjects for middle and high school aged students who are classified as emotionally disturbed.
- Supervise paraprofessionals, therapeutic staff support, and students in the classroom.
- Work with a team of professionals to create behavior plans and utilize de-escalation techniques daily to modify the student's behaviors.

Tutor, Learn It Systems, Baltimore, MD (September 2012 to December 2012)

- Utilize technology to implement online math and reading lessons for at-risk youth in California through Learn It Systems.

Private Tutor, NEPA Tutors, Scranton, PA (September 2010 to August 2014)

- Demonstrated strong sales skills by establishing a 20 clients over a two year period.
- Assess student's areas needing improvement, then develop and implement various customized lessons for ages Pre-K to adult.
- Create and utilize progress monitoring tools to assess the student's growth.
- Use excellent organizational and time-management skills to manage all business aspects of company, including recruiting clients and tutors.

Emotional Support Teacher, Scranton School District, Scranton, PA (October 2010 to April 2012)

- Create, modify, and implement lessons for all subjects to middle school students in a partial hospitalization classroom.
- Work with a team of parents and professionals to develop behavior plans and Individual Education Plans based on student's assessments, strengths, and needs.

Corrections Educator/ Special Education Teacher, Central Susquehanna Intermediate Unit, Coal Township, PA (Sept. 2009 to June 2010)

- Demonstrate strong presentation skills by implementing English and Social Studies lessons to adjudicated adolescent females in a residential setting.
- Collect, evaluate, and use data to develop Individual Education Plans and Re-Evaluation Reports.
- Conduct Functional Behavior Assessments to develop behavior plans, as well as modify plans as needed.
- Create transition plans for student's anticipated post-secondary education program.



10960 Grantchester Way
 Columbia, MD 21044
 Phone: (443)-873-1779

| | |
|---------|----------|
| Invoice | 146096 |
| Date | 2/8/2018 |
| Page | 1 |

Invoice

Reach Cyber Charter School-REIMB
 Dave Biondo, Treasurer
 750 East Park Drive
 Suite 204
 Harrisburg PA 17111

| Purchase Order No. | | Customer ID | Payment Terms | |
|--------------------|--------------|-----------------|---------------|--------------|
| 2228460 | | 0001124R | NET30 | |
| QTY | Item | Description | Unit Price | Ext. Price |
| 1.00 | PASS THROUGH | January Service | \$334,357.95 | \$334,357.95 |
| 1.00 | WITHHOLDINGS | January Service | \$25,948.16 | \$25,948.16 |

Please note invoice number 146096 on remittance. Thank you.

| | |
|--------------|---------------------|
| Discount | \$0.00 |
| Total | \$360,306.11 |

Make all checks payable to Connections Education and send to:
 32369 Collection Center Dr
 Chicago, IL 60693-0323



10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

| | |
|---------|----------|
| Invoice | 146095 |
| Date | 2/8/2018 |
| Page | 1 |

Invoice

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

| Purchase Order No. | | Customer ID | Payment Terms | |
|--------------------|------------------|-----------------|----------------|----------------|
| 2228460 | | 0001124 | NET30 | |
| QTY | Item | Description | Unit Price | Ext. Price |
| 1.00 | BENEFITS | January Service | \$94,192.04 | \$94,192.04 |
| 1.00 | ENROLLMENT BASED | January Service | \$1,284,373.63 | \$1,284,373.63 |
| 1.00 | OTHER CA CREDIT | January Service | (\$19,052.37) | (\$19,052.37) |

Please note invoice number 146095 on remittance. Thank you.

| | |
|--------------|-----------------------|
| Discount | \$0.00 |
| Total | \$1,359,513.30 |

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323



**REACH CYBER
CHARTER
SCHOOL**

Charges for the Following Period:

January 2018

Compensation Expenses

| | | |
|---------------------------|----|------------------|
| Benefits - Administration | \$ | 16,700.02 |
| Benefits - Instructional | | 77,492.02 |
| | | <u>94,192.04</u> |

Enrollment/Unit Based Charges

| | |
|---|---------------------|
| Student Technology Assistance Services | 68,721.57 |
| Student Technology Assistance Services | 135,387.00 |
| Student Connexus License | 150,430.00 |
| Curriculum and Instructional Support Services | 73,016.67 |
| Curriculum and Instructional Support Services | 279,370.00 |
| Enrollment/Placement/Student Support Services | 90,197.05 |
| Enrollment/Placement/Student Support Services 1 | 64,470.00 |
| School Operations Support Services | 139,685.00 |
| Direct Course Instruction Support | 7,829.01 |
| Professional Development Services | 16,625.00 |
| School Staff Support Services | 63,175.00 |
| School Business Support Services 1 | 34,384.00 |
| Special Ed Administration Services | 159,000.00 |
| Facilities Support Services | 2,083.33 |
| | <u>1,284,373.63</u> |

Pass Through Expenses 334,357.95

Credit for Non-Billable Earnings Paid By the Schools (19,052.37)

Withholdings 25,948.16

Total Amount Due \$ 1,719,819.41



CONNECTIONS
EDUCATION®

10960 Grantchester Way
Columbia, MD 21044
Phone: (443)-873-1779

| | |
|---------|-----------|
| Invoice | 145731 |
| Date | 1/25/2018 |
| Page | 1 |

Invoice

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

| Purchase Order No. | | Customer ID | Payment Terms | | |
|--------------------|------------------|---|---------------|------------|--|
| 2221572 | | 0001124 | NET30 | | |
| QTY | Item | Description | Unit Price | Ext. Price | |
| 4.00 | REACH LIVESPEECH | Assessment - Reevaluation Assessment - December | \$350.00 | \$1,400.00 | |
| 2.00 | REACH LIVESPEECH | Assessment - Screening - December | \$75.00 | \$150.00 | |
| 1.00 | REACH LIVESPEECH | Cancellation < 24 hours - Excused - 15 minutes - December | \$18.68 | \$18.68 | |
| 7.00 | REACH LIVESPEECH | Cancellation < 24 hours - Excused - 30 minutes - December | \$37.35 | \$261.45 | |
| 1.00 | REACH LIVESPEECH | Cancellation < 24 hours - Excused - 60 minutes - December | \$74.70 | \$74.70 | |
| 4.00 | REACH LIVESPEECH | Cancellation < 24 hours - Unexcused - 15 Minutes - December | \$18.68 | \$74.72 | |
| 62.00 | REACH LIVESPEECH | Cancellation < 24 hours - Unexcused - 30 Minutes - December | \$37.35 | \$2,315.70 | |
| 4.00 | REACH LIVESPEECH | Cancellation < 24 hours - Unexcused - 45 Minutes - December | \$56.03 | \$224.12 | |
| 2.00 | REACH LIVESPEECH | Cancellation < 24 hours - Unexcused - 60 Minutes - December | \$74.70 | \$149.40 | |
| 2.00 | REACH LIVESPEECH | Consult - 15 minutes - December | \$18.68 | \$37.36 | |
| 1.00 | REACH LIVESPEECH | Consult - 30 minutes - December | \$37.35 | \$37.35 | |
| 38.00 | REACH LIVESPEECH | Group Speech Therapy (2 students) - 30 minutes - December | \$30.15 | \$1,145.70 | |
| 3.00 | REACH LIVESPEECH | Group Speech Therapy (3 students) - 30 minutes - December | \$30.15 | \$90.45 | |
| 2.00 | REACH LIVESPEECH | Group Therapy (1 student) - 15 Minutes - December | \$15.08 | \$30.16 | |
| 57.00 | REACH LIVESPEECH | Group Therapy (1 student) - 30 Minutes - December | \$30.15 | \$1,718.55 | |
| 1.00 | REACH LIVESPEECH | Group Therapy (1 student) - 60 Minutes - December | \$60.30 | \$60.30 | |
| 1.00 | REACH LIVESPEECH | IEP Conference - 15 Minutes - December | \$18.68 | \$18.68 | |
| 11.00 | REACH LIVESPEECH | IEP Conference - 30 minutes - December | \$37.35 | \$410.85 | |
| 2.00 | REACH LIVESPEECH | IEP Conference - 45 minutes - December | \$56.03 | \$112.06 | |
| 3.00 | REACH LIVESPEECH | IEP Conference - 60 minutes - December | \$74.70 | \$224.10 | |
| 4.00 | REACH LIVESPEECH | Individual Therapy - 15 minutes - December | \$18.68 | \$74.72 | |
| 71.00 | REACH LIVESPEECH | Individual Therapy - 30 minutes - December | \$37.35 | \$2,651.85 | |
| 4.00 | REACH LIVESPEECH | Individual Therapy - 45 minutes - December | \$56.03 | \$224.12 | |
| 6.00 | REACH LIVESPEECH | Individual Therapy - 60 minutes - December | \$74.70 | \$448.20 | |
| 2.00 | REACH LIVESPEECH | Initial Meeting - Initial Conference - December | \$60.00 | \$120.00 | |

Please note invoice number 145731 on remittance. Thank you.

| | |
|--------------|--------------------|
| Discount | \$0.00 |
| Total | \$12,073.22 |

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Proposal for Math Time to Talk

■ Proposed Services

Pearson Online & Blended Learning proposes to provide Reach Cyber Charter School (REACH) with our Math Time to Talk service. Math Time to Talk is a synchronous math session that encourages students to engage in math discourse, discussion and problem solving.

Math Time to Talk

Math Time to Talk consists of small group LiveLesson® sessions that appear in student courses approximately every seven lessons. When students get to the Time to Talk lesson component they move to a virtual classroom for a 30-minute Time to Talk session focused on increasing students' ability to engage in math discourse in such a way that promotes an increase in conceptual understanding. Research has identified that "talking about math" is a key activity to support students' active engagement in math thinking, reasoning, and problem solving. When students talk about math and exchange ideas with teachers and other students, it helps them deepen their understanding, take ownership of their math knowledge, and improve their math confidence

The tasks used during Time to Talk LiveLesson sessions are specially designed to reinforce key math skills, improve problem solving, and strengthen math vocabulary and communication skills. Trained Math Specialists pose a task that has either multiple solutions, or multiple solution paths, and give students 3-5 minutes to work through the problem. The remainder of the 30-minute session involves students sharing their solutions and methodology while engaging each other with questions that seek clarity or understanding of the variety of approaches to the task. After each Time to Talk session, students complete a brief reflection activity within their math course.

Math Time to Talk includes:

- trained Math Specialists to facilitate thirty-minute discourse sessions throughout the semester;
- participation grade added directly to the student Grade Book by the Math Specialist;
- monthly attendance updates; and
- general information, guidance, and support throughout the program to include best practices for program promotion amongst parents/guardians and students.

Teachers will receive training from Pearson Online & Blended Learning in effective strategies for promoting math discourse and understand that students make most sense of math when they participate in the sense-making process through conversation.

For REACH, Pearson Online & Blended Learning proposes Math Time to Talk for the following courses:

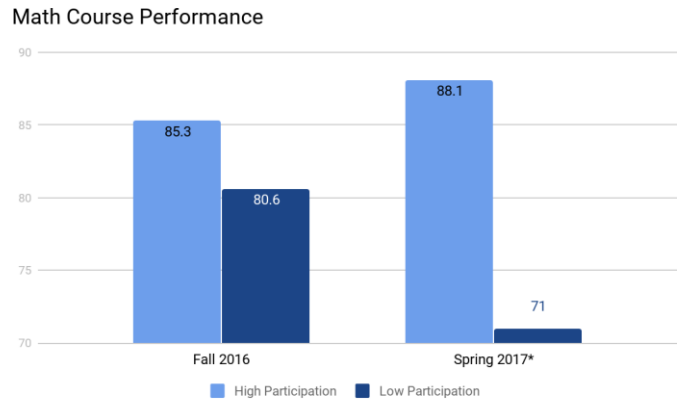
- Grade 3, Standard Math
- Grade 3, Essential Math
- Grade 3, Gifted and Talented Math

REACH will provide a local “point person” who will serve as the primary point of contact between the Pearson Online & Blended Learning Program Manager and school staff regarding questions, issues, concerns, and/or general program implementation. REACH should also provide course teachers who will assist in promotion of program throughout the school year.

Program Success

During the 2016-17 school year, students in grades 3-5 at two Connections Academy schools participated in a pilot of the Math Time to Talk Program. Among students who participated regularly, their belief significantly increased that math learning and ability can grow over time with practice. Students’ math confidence and self-efficacy increased as well (but did not reach statistical significance).

This pattern was true for both the fall and the spring semesters. After controlling for final Math course scores in the previous year, grade level, and engagement level, students that participated in at least six sessions had significantly higher final math course scores than the group that did not.



Pricing

We are committed to working with you to find the best solutions for REACH at the best value and to find effective solutions within your budget.

| Service | Price per Student |
|-------------------|---------------------|
| Math Time to Talk | \$27.50 per student |

Commitment

Pearson Online & Blended Learning is committed to your success and to a truly supportive partnership. Thank you for this opportunity, and we look forward to discussing these options and how to best support REACH’s continued success.



2018-19 Outreach Plan

Connections Education provides marketing expertise and services to Reach Cyber Charter School.

| | |
|-------------------------------------|--|
| Research and analytics | <ul style="list-style-type: none"> • Primary and secondary market research • Data collection, management, and analysis • Ongoing evaluation of metrics to gauge effectiveness of efforts |
| Marketing communications | <ul style="list-style-type: none"> • Branding and advertising campaigns, program guides, and promotional literature • Integrated multi-channel communications: events, email, direct mail, media, print, digital, and outbound telemarketing • Campaigns to support family engagement and retention |
| Online advertising | <ul style="list-style-type: none"> • Comprehensive digital strategy including school website and robust online advertising campaigns • Social media strategy and management |
| Public relations | <ul style="list-style-type: none"> • Public relations, including national and local media, reputation management, and crisis communications |
| Regional marketing | <ul style="list-style-type: none"> • Logistics expertise and support for community outreach • Programs that promote parent engagement and referrals |
| Marketing program management | <ul style="list-style-type: none"> • Program management to develop strategy, oversee tactical execution, and facilitate communication |



Summary of 2017 Outreach

Summary of 2017 Outreach Achievements*

1. Aired local television advertising in the top four markets, Philadelphia, Pittsburgh, Harrisburg-Lancaster-Lebanon-York, and Wilkes Barre-Scranton, reaching more than 60% of women ages 25-49 in those markets.
2. Ran national cable ads 4/10/17-5/21/17 and 7/10/17-8/20/17, reaching previously uncovered markets.
3. Supplemented TV with over 4.7 million impressions on Pandora online radio and more than 760,000 impressions on connected TV platforms to build awareness.
4. 80+ positive/neutral news placements highlighting school benefits and online school families, reaching 22.8 million in circulation and viewership.
5. Attracted 67,931 visits to the Reach Cyber website.
6. Rolled out Live Chat.
7. More than 3,100 families learned about Reach Cyber via paid ads on search engines.
8. More than 2,400 families learned about Reach Cyber via ads on Facebook.
9. Increased Facebook page fans by 200% and increased impressions of Reach Cyber's Facebook page content by 264%.
10. Launched four large-scale social media contests and campaigns.
11. Conducted 181 community outreach activities that resulted in nearly 136 enrollments.
12. More than 320 families viewed a new *Sneak Peek into Virtual School* video on demand.
13. 7% of newly enrolled families attended parent-led online orientation sessions.
14. 16% of newly enrolled students were referred by current families.

*Data as of 9/30/17
Connections Education Confidential

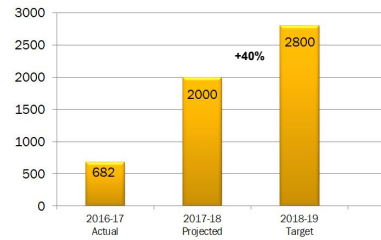
2017 Reach Cyber Enrollment Highlights*

- Reach Cyber attracted roughly **9,500** inquiries from families interested in the school, a **65%** increase over the previous year.
- The total number of new families who applied to Reach Cyber increased by over **100%** compared to last year.
- Engagement in outreach activities is positively correlated to enrollment completion, lower withdrawals, and academic success.
 - Prospective families who engaged in an outreach activity during the decision process (requested information, registered for an information session, made a phone call, etc.) increased by 83% over last year.
 - New website changes and testing helped “meet parents where they are” and increased direct applications by 127%.
- Through vigorous statewide outreach and awareness-generating campaigns and the school adding grades 10 and 11, Reach Cyber enrollment grew by almost **190%**.

* Data as of 9/30/17

Connections Education Confidential

2017–18 Reach Cyber Enrollment



- Reach Cyber was projected to achieve enrollment of 2,000 FTE for the current school year. For 2018–19, a target enrollment of 2,800 has been approved by the board—growing by more than 40% (800 FTE).

Connections Education Confidential



Market Conditions and Media Landscape

- Cyber charter schools continue to dominate K–12 online learning options in Pennsylvania. However, there is increasing competition from district-based programs providing online courses to students as an alternative to cyber charters.
- Political challenges continue for Pennsylvania cyber schools. Education reform is a top objective of Governor Tom Wolf. This makes charter school reform, including funding cuts, a very real possibility.
- Media landscape:
 - In Pennsylvania, charter schools tend to be a divisive issue in the media—particularly because of funding debates and potential budget cuts.
 - Local media outlets are most receptive to local student stories and school events.
 - Outside the city of Philadelphia, media are more open to stories about online learning.

Connections Education Confidential

2018–19 Marketing Focus Areas

Creative Development

Evolve campaign development, including brand creative and assets, to attract target segments and highlight most critical messages that reflect program quality, opportunity, and positive outcomes.

Support Retention Initiatives

Improve onboarding and in-school engagement through expansion and enhancement of Family Engagement resources.

Targeted Communications

Expand and implement 2018 targeted communications strategy to provide more relevant customer experience and improve conversions of prospective families.

Creative Development

Media buying approach will assist in finding and connecting with interested families in new ways.

- New ways of finding interested families:
 - Conducted a regional exploration of each state to determine prospective families' geographic distribution.
 - Data will highlight opportunity pockets and allow us to plan media in a more targeted way.
- New ways of connecting with interested families:
 - Leveraging data from a new research tool that examines engagement, media consumption habits, and lifestyle.
 - Outputs will guide us to the best channels to not only reach families but also generate impact.
 - Exploring options outside of traditional TV, including smart TV platforms like Google TV and Roku.

Connections Education Confidential

2018 creative approach will lead to deeper and more impactful connections.

- Leveraging the familiarity of the "Two Selves" campaign during the spring
 - National advertising beginning in April will provide statewide coverage in Pennsylvania, extending the reach of our messaging
- Developing a new creative campaign that will:
 - Cut across traditional TV, nontraditional TV, Facebook, Instagram, and Pinterest
 - Incorporate updated messaging and a fresh look and feel
 - Continue to emphasize quality teachers, personalization, and high parent satisfaction rating
 - Launch in July 2018 for maximum impact in reaching interested families



"Two Selves" television campaign

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Attribution modeling continues to show national cable is more efficient.

Tracking TV — Spot by Spot

- Continued a process started in 2016. Each TV spot in 2017 was encoded so that an attribution model could track actions after TV spots aired—such as website traffic.
- Each action was further tracked to see if it resulted in an information request or enrollment.

2017 Key Findings

- National cable was **eleven times more efficient** than local television in terms of generating action.
- Top performing channels include:



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Extending the Campaign to Facebook

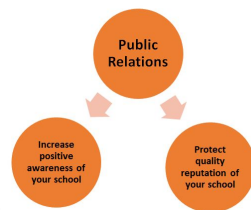
- Brand Lift Study ran on Facebook in Q2 2017
- 11-point lift in ad recall
 - Highest lift in women ages 25–44
- 7-point lift in brand awareness
 - Highest lift found in low to moderate TV viewers
 - Highest lift in women ages 25–44



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Promote Reach Cyber as a quality school option and highlight student successes through news coverage.

- Further demonstrate the efficacy of virtual school in Pennsylvania by leveraging research.
- Promote thought leadership of virtual school educators at conferences.
- Of note, in 2017:
 - The school was included in outlets such as the *Pittsburgh Tribune-Review*, *KYW*, *WHTM*, *WPGH*, and *WYOU*.
 - 80+ total news placements, of which 20 were features about the school, reaching 2.2 million in circulation and viewership



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Reach Cyber and Connections—Partners in Leadership

- Connections advocates for online schools on the national stage, positioning schools as a quality leader in K–12 online education.
 - *New York Times* story on a virtual school teacher
 - *Education Week* story discussing transgender student population
 - Digital Influencer Program exposing online school to new audiences through nationwide influencer content
 - Conference participation—iNACOL, SXSWedu, etc.



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Targeted Communications

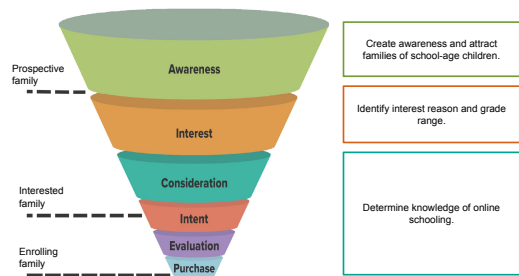
Communication Strategy Objectives

- Attract families for whom cyber school would be good fit.
- Develop communications plan to help achieve marketing and enrollment objectives.
 - Target communications based on criteria relevant to prospective families.
 - Criteria accrue at each stage of the awareness/enrollment funnel.
 - Test and refine strategy based on results.



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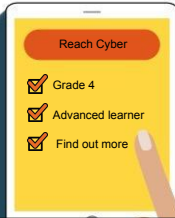
Information provided by the family is used to personalize their communications.



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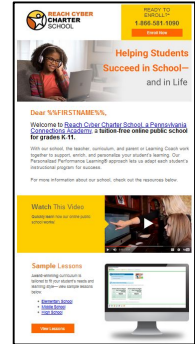
Continuing to Personalize Families' Experience on the Website

- Launched Live Chat in 2017
- 2018 focus:
 - Mobile experience improvements
 - Website personalization



Enhanced Email Campaigns

- Customized messages based on family's interest reason, grade, and level of knowledge of cyber school
 - Year-round pace (K–12)
 - Accelerated pace (9–12)
 - STEM enrichment opportunities
- Adding more video content, including testimonials and tutorials, to bring the program to life



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Content customized to each family's unique experience will enhance the new digital program guide.

- Customized by school, interest reason, and grade range
- Customized text
 - Positive testimonials by interest reason
 - Grade-range copy for approach to curriculum
- Customized video
 - Testimonial compilation videos for interest reason and grade range
 - *What to Expect* video for grade range (K–5, 6–8, and 9–12 versions)



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Developing videos that appeal to all types of families' interests.

- Role of the teacher
- Personalized Learning Plan
- Learning Triad (animated)
- Enrollment stages (animated)
- Testimonial compilations:
 - Interests – Tailored education, advanced learner, health concerns, struggling learner
 - Grade levels – K–8 and high school



Expanding Social Presence

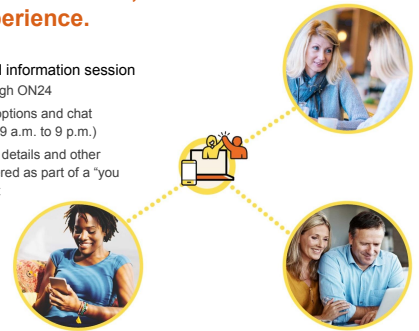
- Video
- Canvas ads
- Cinemagraphs
- Retargeting site visitors
- Geo-focused Pinterest ads
- Personalized messaging



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Testing an enhanced digital information session for a streamlined, more relevant customer experience.

- Online on-demand information session
 - Delivered through ON24
 - "View for you" options and chat (available from 9 a.m. to 9 p.m.)
 - School-specific details and other information offered as part of a "you choose" playlist



Meaningful Conversations in Person and Online

- Hosted by school staff
 - Back-to-school STEM days
 - In-person information sessions
 - Virtual information sessions
- Hosted by Connections Academy parents
 - Online parent panels
 - In-person parent-to-parent meetings



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Improve Retention



The Family Engagement team provides a suite of programs to improve family support and satisfaction.

Learning Coach orientations and essentials prepare families for their responsibilities in virtual school.

- Orientation redesigned for the 2016–2017 school year
 - Pared down to prevent information overload
 - Created tutorials to help Learning Coaches excel at their role and successfully complete important tasks
- Resource “checklists” added to To-Do List at different intervals
 - Creates awareness of resources within Learning Coach Central
 - References “just in time” resources when needed
 - Recognizes adult learning preferences
 - Resources available in different formats for different learning styles

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Learning Coach Success Series sessions allow new Learning Coaches to learn from experienced Connections Academy parents.

- Nationwide online sessions for newly enrolled families
- Hosts are experienced Connections Academy parents
- Help prepare newly enrolled families for the first few weeks of school
- Seven sessions, including:
 - Roles and What to Expect
 - Getting Acquainted with Connexus® for the Learning Coach
 - Tips and Tricks for Online School Success
 - Overcoming a Late Start



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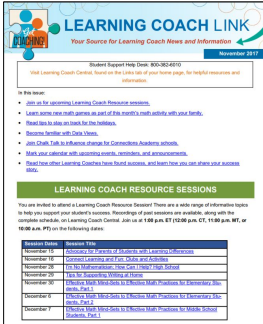
Learning Coach Central serves as a resource hub for new and returning families, helping Learning Coaches succeed in their role.



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- Divided into several categories, with the ability to open resource documents, tutorials, and recordings from links within each category
- Easy to navigate and find information
- Fully accessible and viewable on a mobile device or tablet
- Conveniently located on the Learning Coach's home page Links tab

Learning Coach Link



- Each month, *Learning Coach Link* includes feature articles and ongoing updates. Some of the topics include:
 - Creating a schedule
 - New curriculum
 - MWGT! family activities
 - Student's assessment objective performance (AQP)
 - Connexus updates
 - Tips to stay on track for the holidays
 - Become familiar with DataViews
 - Coach's Corner—Success stories and tips

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Learning Coach Resource Sessions provide another opportunity for ongoing education.

- Monthly sessions based on themes
- Organized into seven themes aligned to research and best practices around student learning:
 - The Art of Being a Learning Coach
 - Math, We've Got This!
 - Read, Write, and Communicate
 - Coaching the Exceptional Learner
 - Empower and Engage Your Student
 - Preparing to Launch
 - Getting Connected

Summer Connections allows families to get involved before school starts.

- Learn how to navigate Connexus.
- Meet new students.
- Receive the *Summer Signal*.



2018 Outreach Plan Summary



Collaboration—How we work together

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Next Steps

- Strategy planning – December/January (*complete*)
- Review plan detail with school leader – February
- Outreach budget
 - The school's contribution toward the expense of the Connections Education–managed outreach program will be determined during review of the school's full budget that will be presented to the board for approval.
- Ongoing collaboration with school on outreach plan
 - School leader reviews materials including all communications, email messages, and the information session presentation.
 - Meet with school leader to discuss progress toward the enrollment goal, gather any additional local input, and discuss adjustments in tactics.
 - Meet with marketing representatives monthly to communicate new initiatives, provide training, and share best practices.

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Appendix

Sampling of 2017 News Stories

- Coverage of PA Farm Show field trip – *WHP-TV*, January 9
- Feature coverage of school's WeatherSTEM Station with teacher Melissa Stanalonis – *WHTM-TV*, May 10
- Feature coverage of Memorial Day veterans' center field trip – *KYW*, May 26
- Feature coverage of back-to-school STEM events – *WPVI-TV*, September 14
- Opinion editorial by Principal Jane Swan – *York Dispatch*, October 23

