



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, May 16, 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 to follow) – J. Swan
 - i. End of Year Activities Update
 - ii. State Testing Update
 - iii. Special Education PDE Site Visit Update
 - iv. Federal Programs Monitoring Audit – May 17
 - b. Financial Report (attached) – T. Blair

- V. Consent Items
 - a. Approval of Minutes from the April 18, 2018 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Connections Education Invoice(s) for April (attached)
 - d. Approval of LiveSpeech Invoice(s) (attached)
 - e. Approval of Board President as Board Designee to Approve Summer Staffing Decisions for the 2018-2019 School Year
 - f. Approval of Revision(s) to the Employee Handbook: Attendance and Work at Home Policies (attached)

- VI. Action Items
 - a. Approval of Teacher Induction Program (attached) – J. Swan
 - b. Approval of Supplemental Educational Products and Services: LiveSpeech (attached) – J. Swan
 - c. Approval of Budget for the 2018-2019 School Year (to follow) – T. Blair

- VII. Information Items
 - a. State Relations Update – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - i. School Leader Performance Review Planning
 - c. Board Annual Meeting Update – M. Arthur

- VIII. Adjournment and Confirmation of Next Meeting – TBD

REACH Connections Academy
Revenue and Expense Statement Fiscal Year 2018
Period Ended April 30, 2018

	April-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
Forecasted Enrollment					
Funded Enrollment			1,997	1,700	297
Revenue					
Regular Ed Funding	1,909,956.20	15,219,383.12	16,855,304	14,039,678	2,815,626
Special Ed Funding	696,657.95	6,573,559.08	8,083,308	7,063,623	1,019,685
Subtotal	2,606,614.15	21,792,942.20	24,938,611.85	21,103,301.33	3,835,311
Title I	39,884.40	39,884.40	617,265	398,000	219,265
Title II-A	6,773.88	6,773.88	72,867	56,000	16,867
Title VI - IDEA B	-	-	137,095	213,000	(75,905)
Title IV	2,000.01	2,000.01	10,000	-	10,000
E-Rate	-	-	-	-	-
Interest Income	190.58	190.64	191	-	191
Miscellaneous Income	-	88.97	129	-	129
Subtotal	48,848.87	48,937.90	837,547	667,000	170,547
Total Revenue	2,655,463.02	21,841,880.10	25,776,159	21,770,301	4,005,857
Compensation Expense					
Salaries - Administration	97,360.88	767,021.35	1,066,243	937,036	(129,206)
Benefits - Administration	21,419.39	165,125.70	230,954	206,148	(24,806)
Pension - Administration	4,868.04	37,198.15	52,159	93,704	41,544
Taxes - Administration	8,031.07	60,137.74	84,075	84,333	258
Subtotal Administration	131,679.39	1,029,482.93	1,433,432	1,321,221	(112,211)
Salaries - Teachers	391,956.25	2,895,806.63	4,385,556	3,511,944	(873,612)
Benefits - Teachers	86,230.38	643,793.47	971,538	772,628	(198,911)
Pension - Teachers	19,597.81	135,089.55	209,577	351,194	141,617
Taxes - Teachers	30,507.20	270,329.90	404,407	316,075	(88,332)
Subtotal Instructional Staff	528,291.64	3,945,019.54	5,971,079	4,951,841	(1,019,238)
Total Compensation Expense	659,971.03	4,974,502.48	7,404,511	6,273,062	(1,131,448)
Connections Products and Services					
Curriculum and Instructional Support Services	358,020.71	2,648,107.10	3,785,620	3,063,370	(722,250)
Student Connexus License	154,700.00	1,045,100.00	1,316,630	1,084,889	(231,741)
Student Technology Assistance Services	205,790.67	1,606,196.68	2,446,567	1,963,295	(483,272)
Enrollment/Placement/Student Support Services	153,660.88	1,321,508.75	2,220,120	1,760,251	(459,869)
School Operations Support Services	143,650.00	1,042,962.00	1,222,585	1,007,397	(215,188)
School Business Support Services	35,360.00	166,368.00	300,944	247,975	(52,969)
Special Ed Oversight	157,875.00	1,064,625.00	1,268,250	870,585	(397,665)
Professional Development Services	16,000.00	108,250.00	127,000	95,293	(31,707)
School Staff Support Services/Human Resources Support	60,800.00	411,350.00	482,600	331,620	(150,980)
Facilities Support Services	694.44	19,444.43	25,000	25,000	-
Short Term Substitute Teachers	3,750.00	11,250.00	13,950	-	(13,950)
Direct Course Instruction Support	9,651.24	73,479.78	73,125	-	(73,125)
Total Connections Products and Services Fees	1,299,952.94	9,518,641.74	13,282,391	10,449,675	(2,832,716)

REACH Connections Academy
Revenue and Expense Statement Fiscal Year 2018
Period Ended April 30, 2018

	April-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
<u>Pass-Through Expenses</u>					
Office Supplies	1,465.01	23,506.26	46,000	46,000	-
Copiers/Reproduction	769.69	4,749.81	10,000	16,000	6,000
Office Postage	408.09	5,705.59	13,000	21,000	8,000
Student Testing & Assessment	6,566.22	49,753.66	205,275	170,000	(35,275)
Staff Recruiting/Background Checks	703.74	6,434.26	25,000	84,000	59,000
Staff Training/Prof. Dvlpmt.	943.90	44,523.13	84,500	65,000	(19,500)
Travel and Conferences	5,290.96	22,599.53	78,000	60,000	(18,000)
Travel- School Nurse	-	-	5,000	5,000	-
Maintenance & Repair	-	8,398.70	20,000	20,000	-
High Speed Internet	2,365.53	6,167.66	10,000	10,000	-
Telephone	-	313.69	2,000	2,000	-
Office Rent (including utilities)	15,061.93	144,474.16	174,598	272,101	97,503
Rent Operating Expense	-	-	-	19,200	19,200
Expensed Equipment	187.25	936.34	20,000	20,000	-
Expenses Pending Allocation	1,669.79	47,547.22	-	-	-
Student Technology Support Stipend	-	348,703.03	530,000	459,000	(71,000)
Student Printers	-	-	-	75,000	75,000
Special Education Direct Services	61,948.84	450,871.69	550,000	262,000	(288,000)
Contracted Pupil Health Support	-	-	10,000	10,000	-
STEM Programmatic Expenses	340.44	42,363.98	149,000	149,000	-
Extracurricular Activities	-	3,117.10	42,500	42,500	-
Team building	-	46.36	46	-	(46)
Total Pass-Through Expenses	97,721.39	1,210,212.17	1,974,920	1,807,801	(167,119)
<u>Other School Expenses</u>					
Banking fees	248.15	2,117.50	2,650	1,000	(1,650)
External Audit	-	15,000.00	15,000	22,000	7,000
Dues	790.00	7,255.65	7,256	5,000	(2,256)
D&O Insurance	-	2,269.00	2,269	6,000	3,731
Legal Services	-	1,362.67	20,000	20,000	-
Board Related Expense	631.89	3,877.98	20,000	20,000	-
Student Activities	385.00	2,827.85	2,828	1,500	(1,328)
Community Coordinators	-	-	7,000	-	(7,000)
Other School Expense	15.86	367.59	1,500	1,500	-
Accounting Services	-	132,026.20	161,486	136,486	(25,000)
Total Other School Expenses	2,070.90	167,104.44	239,989	213,486	(26,503)
Total Program Expenses Before Capital Outlay	2,059,716.26	15,870,460.83	22,901,810	18,744,024	(4,157,786)
Capital Outlay	-	142,317.88	142,318	-	(142,318)
Total Program Expenses Including Capital Outlay	2,059,716.26	16,012,778.71	23,044,128	18,744,024	(4,300,104)
Net Increase (Decrease)	595,746.76	5,829,101.39	2,732,030	3,026,277	(294,247)
Beginning fund balance	7,293,251.80	2,059,897.18	2,059,897	-	-
Ending fund balance	7,888,998.57	7,888,998.57	4,791,928	-	(294,247)

REACH Connections Academy
Balance Sheet
April 30, 2018

ASSETS	
Cash and Short Term Investments:	
Cash:Checking	\$ 3,342,774.96
Cash: Money Market Account	5,302,690.64

Total Cash and Short Term Investments	8,645,465.60
Other Current Assets:	
Pupil Funding Receivable	747,115.84
Allowance for Doubtful Accounts	(95,000.00)
Federal Program Receivable	188,891.58
Prepaid Rent	15,061.93

Total Other Current Assets	856,069.35

Total Current Assets	9,501,534.95
Other Current Assets:	
Security Deposit	8,916.65

Total Other Assets	8,916.65
Fixed Assets:	
Property Plant & Equipment:	
Computer Hardware	53,423.06
Leasehold Improvements	98,774.39
Furniture	101,373.97
Accum Depr:Computer Hardware	(12,323.30)
Accum Depr:Leasehold Improvements	(30,263.67)
Accum Depr: Furniture	(9,903.48)

Net Fixed Assets	201,080.97

Total Assets	\$ 9,711,532.57
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LIABILITIES	
Current Liabilities:	
Accrued Expenses	\$ 50,119.93
Due to (from) Connections Academy	1,522,401.44
Pension Payable	48,931.66

Total Current Liabilities	1,621,453.03

Total Liabilities	1,621,453.03

FUND BALANCE	
Beginning Fund Balance	2,059,897.18
Invested in Capital	201,080.97
Board Assigned Fund Balance	650,000.00
Change in Fund Balance	5,179,101.39

Ending Fund Balance	8,090,079.54

Total Liabilities and Fund Balance	\$ 9,711,532.57
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Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, April 18, 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 9:01 a.m. when all participants were present and able to hear each other.

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

Board Members Absent: Dave Biondo;

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

II. Public Comment

There were no public comments made at this time.

III. Audit Committee, Committee of the Entire Board

a. Approval of Audit Firm Engagement for the 2017-2018 School Year

Ms. Blair and Mr. Corcoran reviewed the audit firm engagement letter, as included in the Board materials. Ms. Blair reviewed with the Board the previous experience with the proposed audit firm, as well as the estimated charges for the school year financial audit. Board members discussed the firm, and their satisfaction with their previous work with SD Associates, P.C. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the engagement of SD Associates, P.C. for the 2017-2018 school year financial audit, as presented, is hereby accepted.

The motion passed unanimously.

IV. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board added an Action Item for Approval of Federal Title Funding Documentation: Travel Policy. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the April 18, 2018 meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

V. Oral Reports

a. Principal's Report

Ms. Swan reviewed the Monthly School Report (MSR) and most up-to-date enrollment numbers with the Board, indicating enrollment was currently at approximately 2,190 students. She reflected on the school's progress as they near the end of the second year of operation, and thanked the Board for their service to the school.

i. End of Year Activities Update

Ms. Swan provided the Board with an update on end of year activities for students and families.

ii. State Testing Update

Ms. Swan updated the Board on state testing, including staff efforts and participation rates throughout the state. Board members had discussion on the number and reasons given for families who choose to opt out of state testing.

iii. Special Education PDE Site Visit Update

Ms. Swan provided the Board with an update on the recent site visit. She related that action plans are already in place to correct any findings during the visit; she discussed the files and documentation requirements that require some changes and updates. Ms. Swan further advised the Board that the action plans must be completed within one year from the visit.

iv. Accreditation Update

Ms. Swan provided the Board with an update on the school's two options for accreditation, and indicated her preference to pursue the school's accreditation through AdvanceEd.

b. Financial Report

Ms. Blair reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Mr. Corcoran had discussion with the Board about some recent state changes regarding funding and legislation affecting virtual charter schools. He advised that there was still some uncertainty about revenue for the year; while there will be an increase in the near term, there is a risk that it changes again due to the political climate in the state.

VI. 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 February 21, 2018 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s) for February and March;
- d. Approval of LiveSpeech Invoice(s);
- e. Approval of School Calendar for the 2018-2019 School Year;
- f. Approval of Staff Compensation Plan for the 2018-2019 School Year; and
- g. Approval of Employee Handbook Revision(s); are hereby approved.

The motion passed unanimously.

VII. Action Items

a. Approval of Fund Balance Plan Proposal

Mr. Pasquinilli presented this item to the Board. He reminded the Board that the majority of the funds will be used for staffing, to adjust ratios and add positions that have been identified as areas that would greatly benefit from additional support. He further reviewed the proposal details for additional programs and services, as included in the Board materials. Board members had discussion with school staff and Mr. Pasquinilli on specific initiatives, including S.T.E.M. instructional materials from Aquaphoenix. Mr. Pasquinilli also recommended an increase of the approved expenditure to \$600,000 due to the quote amount received the previous evening from Aquaphoenix. Board members had additional discussion and indicated their support of the proposal and the expenditure amount. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Fund Balance Plan Proposal, with an increase to be set aside to support the Plan of \$600,000, as discussed, is hereby approved.

The motion passed unanimously.

Approval of Federal Title Funding Documentation: Travel Policy

Ms. Arthur reviewed the proposed Travel Policy with the Board, advising that this was a requirement for the school to be eligible for federal title funds. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Federal Title Funding Documentation: Travel Policy, as presented, is hereby approved.

The motion passed unanimously.

VIII. Information Items

a. State Relations Update

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact 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.

i. School Operations Metrics

Mr. Pasquinilli briefly highlighted some of the data included in the Board materials, highlighting the school's performance as compared with other POBL partnering schools of similar size and years in operation.

c. Curriculum for the 2018-2019 School Year

Mr. Pasquinilli presented this item to the Board. He reviewed the 2018-2019 Curriculum and Instructional Programming Memo as included in the Board materials, as well as the recent Curriculum Town Hall presentation hosted by POBL. Mr. Pasquinilli further advised the Board on upcoming enhancements to the curriculum based on performance indicators. Board members discussed the curriculum plans in detail.

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

d. National School Boards Association (NSBA) Conference Update

Mr. Schuh briefly discussed with the Board his daughter's recent enrollment at Reach. He further reflected on takeaways from the conference, as both a virtual schooling parent and Board member. Mr. Schuh reviewed both valuable topics and information covered, as well as materials provided.

Ms. Hawkins Bush further discussed with the Board her takeaways and experiences at the conference, and thanked her fellow board members for the opportunity.

e. Board Planning for the 2018-2019 School Year

Ms. Arthur discussed the planning for the 2018-2019 school year that POBL has been working on with the school.

i. Proposed Meeting Schedule

The Board confirmed their support of maintaining the current meeting schedule for the upcoming school year. Ms. Arthur advised that the consideration of the Board meeting schedule for the 2018-2019 school year will be included on the June Annual Meeting agenda.

ii. Board Composition

Ms. Arthur discussed with the Board the current composition, including board member terms that would be up at this year's annual meeting, and encouraged Board members to discuss their intentions regarding terms and renewal with the Board Chair.

f. Board Annual Meeting Update

Ms. Arthur discussed with the Board the current date of the Board's June Annual Meeting, and the National Charter Schools Conference (NCSC) likely being attended by members of the Board. Board members discussed their intent to hold a strategic planning retreat in the near future, and Ms. Arthur advised that she would poll board members for availability. The Board expressed their intent to reschedule the June meeting, to allow attendance at the NCSC.

IX. Adjournment and Confirmation of Next Meeting - Wednesday, May 16, 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, May 16, 2018 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 10:13 a.m.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Brudowsky, Amanda	Teacher- Secondary	\$44,000.00	0.04	8/21/18
Cass, Melissa	Teacher- Special Ed	\$45,500.00	0.05	4/23/18
Fritzges, Jessica	Teacher- Secondary	\$44,000.00	0.04	8/21/18
Smith, Kelly	Teacher- Secondary	\$46,000.00	0.05	5/2/18

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
n/a			

Position Change/Promotion

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
n/a					

Amanda S. Brudowsky

4 Nittany Dr. Mechanicsburg, PA
(717) 756-8817
WeaverAS6@gmail.com

Professional Summary

Accomplished Family and Consumer Sciences Teacher specializing in individualized instruction based on needs and interests of the student. Desires a position helping others.

Education

Master of Education Early Childhood Education
Grand Canyon University Phoenix, AZ

Graduation Date April 2014

Bachelor of Science in Family and Consumer Sciences Education
Messiah College, Grantham, PA,

Graduation Date May 2010

Skills

- Ability to supervise and coordinate groups.
- Ability to learn in a fast paced environment
- Flexible and adaptable
- Motivated self-starter

EXPERIENCE

Virtual ESL Educator

VIPKID

March 2017-Present

- *Utilized online platform to deliver language lessons.
- *Interact with students and parents virtually.
- *Administer TOEFL Training to students.
- *Provide feedback based on observations and assessment.

In-Home Child Care Provider

Self-Employed

July 2015-Present

- *Develop and implement toddler and preschool curriculum.
- *Supervised five children ages 0-4
- *Communicate with parents.

Family and Consumer Sciences Long Term Substitute

August 2014- June 2015

Central York School District

- Utilized various forms of technology to administer instruction and assessment.
- Supervised one student intern. Provided observation, evaluation, and feedback.
- Utilized preschool lab school as a learning tool to observe student teachers.
- Participate in Junior Achievement activities to provide opportunities for student success.

Child Care and Guidance Instructor

Cumberland Perry Vo-Tech

August 2011-October 2013

- Supervised student teachers in two preschool lab schools.
- Established clear objectives for all lessons, units and projects.
- Communicated with administration, staff, and parents on a regular basis.
- Worked in teams for professional development activities.

Family and Consumer Sciences Long Term Substitute

Northeastern High School York, PA

August 2010-June 2011

- Acted as a positive role model for students and colleagues.
- Developed, administered and graded tests in order to evaluate students' progress.
- Created engaging and dynamic lessons with an emphasis on improving students' written and verbal communication skills.
- Supervised student teachers in one preschool lab school with 16 children and 20 students
- Created an interactive classroom atmosphere to maintain student interest and facilitate learning.

Affiliation

Family Career Community Leaders of America Advisor

August 2011-October 2013

12 of 59

Objective

Desire a position as an **Elementary Teacher or Special Education Teacher**

Education

Shippensburg University, Shippensburg, PA
Master of Education, Curriculum and Instruction, December 2012
Grade Point Average: 4.0

Lebanon Valley College, Annville, PA
Bachelor of Science, Elementary and Special Education, May 2007
Grade Point Average: 3.5

Professional Experience

Substitute Teacher- Wallenpaupack Area School District January 2017-present
Substitute Teacher- Delaware Valley School District January 2017-present

Learning Support Teacher- Grades 3-5 November 2014- January 2016

- Provided education using an internet based Education Management System (EMS)
- Responsible for assigned students on caseload
- Wrote Individualized Education Programs (IEPs)
- Conducted annual IEP meetings, Evaluation Meetings, Reevaluation Meetings, and parent conferences
- Bi-weekly communication with students and Learning Coaches
- Communicated student strengths and needs to staff
- Ensured student accommodations and SDIs were carried out by all staff
- Collaborated with staff on curriculum delivery for caseload students
- Assisted with adapting materials and assessments to meet student needs
- Administered the Pennsylvania System of School Assessment (PSSA)
- Held LiveLessons in a virtual classroom
- Delivered reading instruction using McGraw Hill's SRA Corrective Reading
- Delivered math instruction using McGraw Hill's SRA Connecting Math Concepts

Learning Support Teacher- 4th and 5th Grade June 2007-November 2014

- Responsible for assigned students on caseload
- Wrote Individualized Education Programs (IEPs)
- Conducted annual IEP meetings, Evaluation Meetings, Reevaluation Meetings, and parent conferences
- Communicated student strengths and needs to staff
- Ensured student accommodations and SDIs were carried out by all staff
- Collaborated with staff on curriculum delivery for caseload students
- Assisted with adapting materials and assessments to meet student needs
- Delivered reading instruction using McGraw Hill's SRA Corrective Reading
- Delivered math instruction using Saxon Math
- Ensured delivery of district curriculum in learning support classroom
- Administered Pennsylvania System of School Assessment (PSSA)
- Administered Pennsylvania's Alternate System of Assessment (PASA)
- Co-taught 5th grade science and social studies
- Assisted in selection of Common Core materials for math and ELA

Building Team Leader for Special Education

August 2012-November 2014

- Supervisor of three learning support teachers
- Supervisor of three special education paraprofessionals
- Scheduled learning support teachers
- Scheduled special education paraprofessionals
- Scheduled students within and between buildings
- Collaborated with regular education teams on student placement
- Attended team meetings regarding individual students
- Communicated with other building team leaders
- Attended quarterly cabinet meetings with assistant superintendent
- Attended monthly building team leader meetings
- Conducted building special education team meetings

Building Strategic Planning Committee

March 2013

- Collaborated in development of building mission and vision statements
- Aided in development of building goals
- Analyzed alignment of building, district, and community goals

Extended School Year Teacher

July 2010/July 2012

- Planned and implemented specially designed instruction to meet IEP goals and short term objectives
- Progress monitored student progress according to IEP goals
- Reported student progress to parents and Director of Special Education
- Supervised special education paraprofessionals and assigned instructional tasks

Work History

Substitute Teacher	Wallenpaupack Area School District, Hawley, PA Delaware Valley School District, Milford, PA	January 2017- present
Learning Support Teacher (3-5)	Commonwealth Charter Academy Harrisburg, PA and Dickson City, PA	November 2014-January 2016
Learning Support Teacher (4-5)	South Middleton School District, Boiling Springs, PA	August 2007- November 2014
Extended School Year Teacher	South Middleton School District, Boiling Springs, PA	July 2010/July 2012
Extended School Year Aide	Ringwood Board of Education, Ringwood NJ	Summer 2004, 2005

Professional Development

- Mandated Reporting
- 4-Sight Data Analysis
- Instructional Strategies Sharing
- Teaching Techniques and Strategies for Students with Visual Impairments
- iPads/iPods for Learning
- Smartboard and SMART Add-ons
- Inspiration Software
- ISAFE Attendance
- Aims Web Training
- Unit Writing
- 11th Annual CPARC Conference: A Journey Through Special Education
- Learning Focused Strategies K-5
- Collins Writing Training
- RTII Training and Implementation
- IEP Writer and eStar Series for IEP development
- 95 Percent Group: Phonics Kits
- Easy CBM: Curriculum-Based Measurement Solutions for Every Tier
- Front Row Education experience
- Training in SRA Corrective Reading, Reading Mastery, and Connecting Math Concepts
- Training in Benchmark Literacy, Scholastic's Traits Writing, and McGraw Hill:My Math
- Data Analysis and Unit Writing
- Instructional Decision Making
- Reflecting on Teaching & Communicating with Families
- Providing Accommodations for Students with Visual Impairments who take the PASA
- Providing Accommodations for Students who are Non-Verbal who take the PASA
- Embracing Diversity to Connect, Engage, & Achieve
- Addition of Pennsylvania Grades 4-8 Subject Concentration: Mathematics and Science

JESSICA FRITZGES

46 Oregon Street, Wilkes-Barre, Pa 18702 Phone: (267)-694-5795 E-Mail: dragonstarlit@yahoo.com

EXPERIENCED EDUCATOR

- Versatile educator with an aptitude with adjusting the lesson to meet the needs of the classroom
 - Devoted professional who maintains relations with students, parents, and staff
 - Goal-driven and resourceful to ensure that the school can be successful
- o Lesson Planning o Dispensing Assessment o Technology Incorporation o Guided Reading
- o Parent-Teacher Communication o Interdisciplinary Lessons o Progress Monitoring o Hands-on Science

EDUCATION

Masters of Arts in Education (2009)

Gratz College, Melrose Park, PA- Dean's List

Bachelor of Arts in Education (2006)

Bloomsburg University, Bloomsburg, PA- Magna Cum Laude

PA Level II Teaching Certification

elementary K-6

middle years science (7-9)

earth and space science (7-12) physics (9-12)

EXPERIENCE PHILADELPHIA SCHOOL DISTRICT

FELTONVILLE INTERMEDIATE SCHOOL OCT 2007-JUNE 2008

GRADE 4 SCIENCE PREP

- Instruct 9 classes of 4th grade 3 times per week using hands-on science with Foss and K12 science programs. Modify the curriculum to create a positive learning environment and meet the needs of all learners. Assess students in a variety of ways to enhance success including anecdotal records, constructed responses, tests and quizzes, and projects

ZIEGLER ELEMENTARY SCHOOL SEPT 2008-JUNE 2013

GRADES 7-8 SCIENCE

- Instruct 4 classes of 7th and 8th grade using hands-on science and Holt textbooks. Adapt the curriculum to suit the needs of all students and integrate reading, math, and technology with science. Utilize interactive board technology and laptops in the classroom. Assess students and maintain records. Sustain relationships with students and parents

GRADES K-6 SCIENCE PREP

- Instruct Kindergarten – 4th grade classes once per week and 5th – 6th grade students twice per week using interactive, hands-on science following Philadelphia School Districts common core objectives. Modifying lessons to enhance student achievement and nourish an interest in science. Augment lessons with cross curricular subjects

GRADES K and 4

- Instruct a inclusive grade class through creating lessons to meet the needs of the students. Instruct ELA, Math, Science, and Social Studies. Assess students through a variety of means to prepare them for achievement through maintaining high expectations. Adapting the curriculum for students with IEPs, English language learning and working in cooperative learning groups.

KELLY A. SMITH

113 Clarks Way • Hummelstown, PA 17036 • kellyandlancesmith@gmail.com

Mobile: (717) 379-1501

PROFILE

- Highly motivated, energetic educator with over 10 years of teaching experience.
- Experienced in the design of creative lessons for fostering student curiosity and enhanced learning.
 - Demonstrated ability to implement differentiated instructional strategies appropriate to each student's strengths.
 - Active use of technology in the classroom.
 - Chosen leader by fellow teachers and administrators.

EXPERIENCE

Honors and College Prep Biology Long-Term Substitute Teacher,

Cumberland Valley High School, Mechanicsburg, PA (10/2016 to 3/2017)

- Designed lessons and assessments within teacher's long-term plans.
- Actively collaborated with peers to ensure continuity of Keystone standards-based education objectives.
- Maintained a positive and safe environment for learning.
- Prepared and guided students through weekly hands-on laboratory exercises.

Oceanography, Earth and Space Science, and Biology Teacher,

Ocean Lakes High School, Virginia Beach, VA (8/2003 to 6/2008)

- Created and implemented lesson plans aligned with state and national learning standards for 9th through 12th grade science classes.
- Upheld a classroom environment with a rigorous academic focus utilizing meaningful, student-centered learning activities.
- Employed available technology such as laptops, Power-Point, and Movie Maker to further develop students' research skills.
- Incorporated formative assessments to ensure students reach standards-based learning goals.
- Spearheaded an after-school Earth Science tutoring program.
- Participated in ongoing staff training sessions.

Earth and Space Science Teacher,

Swatara Middle School, Oberlin-Steelton, PA (8/1999 to 6/2003)

- Planned, developed, and implemented curriculum for five 8th grade Earth and Space Science classes including one accelerated class.
- Created Internet research projects.
- Guided PowerPoint presentation construction and execution.
- Set up and taught hands-on laboratory exercises.
- Collaborated on and implemented interdisciplinary projects.
- Generated differentiated lessons and projects.
- Engaged students in cooperative learning lessons.
- Attended and participated in a variety of district in-service seminars including school-wide effective behavior support and diversity training.

CERTIFICATIONS AND EDUCATION

Certified General Science (7-12), State of Virginia, 2003

Certified Biology (7-12), State of Virginia, 2003

Certified General Science (7-12), State of Pennsylvania, 2000

Certified Biology (7-12), State of Pennsylvania, 1998

B.S., Secondary Education with an emphasis on Biology, The Pennsylvania State University, 1997

KELLY A. SMITH

**RELATED SKILLS
AND ACTIVITIES**

- Wrote 8th grade science curriculum as part of a 3-member district team to align with the Pennsylvania State Standards.
- Experienced with computer programs such as MS Word, MS PowerPoint, MS Publisher, and Internet Explorer.
- Selected as the 8 Blue Team Leader.
- Appointed to Science Department Chairperson.
- Participated in the student mentoring program as a mentor.

-References furnished upon request-



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

Invoice	147092
Date	5/9/2018
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	April Service	\$107,649.77	\$107,649.77
1.00	ENROLLMENT BASED	April Service	\$1,296,202.93	\$1,296,202.93
1.00	OTHER CA CHARGE	April Service	\$3,750.00	\$3,750.00
1.00	OTHER CA CREDIT	April Service	(\$17,658.24)	(\$17,658.24)

Please note invoice number 147092 on remittance. Thank you.

Discount	\$0.00
Total	\$1,389,944.46

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	147093
Date	5/9/2018
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	April Service	\$81,310.41	\$81,310.41
1.00	WITHHOLDINGS	April Service	\$33,156.74	\$33,156.74

Please note invoice number 147093 on remittance. Thank you.

Discount	\$0.00
Total	\$114,467.15

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:

April 2018

Compensation Expenses

Benefits - Administration	21,419.39
Benefits - Instructional	86,230.38
	<hr/>
	107,649.77

Enrollment/Unit Based Charges

Student Technology Assistance Services	66,560.67
Student Technology Assistance Services	139,230.00
Student Connexus License	154,700.00
Curriculum and Instructional Support Services	70,720.71
Curriculum and Instructional Support Services	287,300.00
Enrollment/Placement/Student Support Services	87,360.88
Enrollment/Placement/Student Support Services 1	66,300.00
School Operations Support Services	143,650.00
Direct Course Instruction Support	9,651.24
Professional Development Services	16,000.00
School Staff Support Services	60,800.00
School Business Support Services 1	35,360.00
Special Ed Administration Services	157,875.00
Facilities Support Services	694.44
	<hr/>
	1,296,202.93

Pass Through Expenses 81,310.41

Short Term Substitute Teaching Services 3,750.00

Credit for Non-Billable Earnings Paid By the Schools (17,658.24)

Withholdings 33,156.74

Total Amount Due \$ 1,504,411.61



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

Invoice	146922
Date	4/13/2018
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	
2.00	REACH LIVESPEECH	Assessment - Initial Assessment - March	\$350.00	\$700.00	
3.00	REACH LIVESPEECH	Assessment - Reevaluation Assessment - March	\$350.00	\$1,050.00	
1.00	REACH LIVESPEECH	Assessment - Screening - March	\$75.00	\$75.00	
2.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 15 minutes - March	\$18.68	\$37.36	
19.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 30 minutes - March	\$37.35	\$709.65	
10.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 15 minutes - March	\$18.68	\$186.80	
66.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 30 minutes - March	\$37.35	\$2,465.10	
1.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 45 minutes - March	\$56.03	\$56.03	
7.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 60 minutes - March	\$74.70	\$522.90	
3.00	REACH LIVESPEECH	Consult - 15 minutes - March	\$18.68	\$56.04	
1.00	REACH LIVESPEECH	Consult - 30 minutes - March	\$37.35	\$37.35	
5.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 15 minutes - March	\$15.08	\$75.40	
45.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 30 minutes - March	\$30.15	\$1,356.75	
3.00	REACH LIVESPEECH	Group Therapy (1 student) - 15 minutes - March	\$15.08	\$45.24	
73.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 minutes - March	\$30.15	\$2,200.95	
10.00	REACH LIVESPEECH	IEP Conference - 15 minutes - March	\$18.68	\$186.80	
9.00	REACH LIVESPEECH	IEP Conference - 30 minutes - March	\$37.35	\$336.15	
4.00	REACH LIVESPEECH	IEP Conference - 45 minutes - March	\$56.03	\$224.12	
4.00	REACH LIVESPEECH	IEP Conference - 60 minutes - March	\$74.70	\$298.80	
8.00	REACH LIVESPEECH	Individual Therapy - 15 minutes - March	\$18.68	\$149.44	
105.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - March	\$37.35	\$3,921.75	
6.00	REACH LIVESPEECH	Individual Therapy - 60 minutes - March	\$74.70	\$448.20	
5.00	REACH LIVESPEECH	Initial Meeting - Initial Conference - March	\$60.00	\$300.00	
68.00	REACH LIVESPEECH	Progress Notes - LiveSpeech & Secondary System - March	\$37.50	\$2,550.00	

Please note invoice number 146922 on remittance. Thank you.

Discount	\$0.00
Total	\$17,989.83

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

MEMO

To: Reach Connections Academy Board of Directors
From: Sarah Savage
Re: Employee Handbook

Attached for board approval are updates contained within the School Employee Handbook. The first update clarifies the start date for newly hired teachers in the “Attendance and Leave Policies” section, under subsection Work Hours. The second is the “Work at Home policy”. The updates have been carefully reviewed by your School Leader, and once approved, will be posted on the Virtual Library.

Work Hours

Teachers typically work a total of 195 days per school year, on an approximate work cycle of ten months. Newly hired teachers may be required to work additional days in order to complete new teacher training. For more information please reach out to the school leader. The standard school work hours for all school-based employees are established by the school leader, with approval from the VP of Schools, and are noted accordingly in the School Handbook for parents and students. The standard school work hours are established as the hours in which teachers are expected to be available to families. As professional, exempt employees, teachers and administrators should expect that their actual working hours will be determined by the amount of time that is required in order to complete the job.

Work-at-Home Policy

Employees who would normally work out of a school office may be eligible to work at home on a full-time, part-time, or occasional basis. Specific information regarding the work-at-home arrangements offered is provided below. The decision whether to allow an employee to work at home is within the sole discretion of (i) the organization, and (ii) any school that has contracted with the organization to act as its human resources agent. A supervisor can require an employee with work-at-home privileges to come into the office or assigned office location at any time. If an employee is requested to come into the office or assigned office location and fails to do so, disciplinary action may be taken.

This policy does not apply to employees who request to work at home as an accommodation for a disability under the Americans with Disabilities Act. For information regarding such requests, please refer to the Accommodation of Disabilities policy in this handbook.

~~Under certain circumstances, employees who would normally work out of a school office may be eligible to work at home on a full-time, part-time, or occasional basis. Specific information regarding the work-at-home arrangements offered is provided below. The decision whether to allow an employee to work at home is within the sole discretion of the school. Categories of work at home arrangements are defined in the Work at Home Classifications Policy. A manager can require an employee with work-at-home privileges to come into the office at any time. If an employee is requested to come into the office and fails to do so, disciplinary action may be taken.~~

~~This policy does not apply to employees who request to work at home as an accommodation for a disability under the Americans with Disabilities Act. For information regarding such requests, please refer to the Accommodation of Disabilities policy in this handbook.~~

WORK AT HOME CLASSIFICATIONS

HOME BASED EMPLOYEES (FULL-TIME)

1. Definition: “Home-based employees (FT)” are full-time employees who work at home five (5) days per week. For recordkeeping, training, meeting and administrative purposes, home-based employees are assigned to a specific office; or if requested, employees will be required to attend meetings at a public location as determined by school leadership.
2. Eligibility:
 - a. Applicants: In certain circumstances, an individual applying for a position may be offered the option of working as a home-based employee. Such offers generally are extended to assist in filling specific operational needs (e.g., securing an applicant who (i) is particularly well-qualified, (ii) possesses experience or expertise in a subject area that is difficult to fill, (iii) there is not sufficient space for the employee in the office, etc.).
 - b. Current Employees:
 - i. Requirements: Most positions will be eligible for work at home as determined by the School Leader, however there may be specific roles that are not eligible for full-time work at home based on the tasks and requirements of the role. Eligibility is determined by the School Leader and employees who work at home are expected to work at the same level and adhere to the same standards as they would in the school office.
3. Procedure
 - a. Applicants: When an applicant is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.
 - b. Current Employees: Requests for home-based arrangements should be directed to the employee’s supervisor, who will consult with Human Resources to evaluate the suitability of such an arrangement. Factors to be considered include, but are not limited to, school needs, as well as the employee’s job duties and responsibilities. In addition, certain grade levels, subjects, and positions may be better suited to a home-based arrangement than others.

OFFICE BASED EMPLOYEES (OCCASIONAL WORK-AT-HOME DAYS)

1. Eligibility: After being employed at the school for one (1) semester, full-time regular employees may be eligible to work at home one (1) day per week. After being employed at the school for one (1) year, part-time regular employees may be eligible to work at home one (1) day per week.
2. Exemptions: Certain roles may be designated as office based only due to the unique nature of the job duties.
3. Requirements: Most positions will be eligible for work at home as determined by the School Leader, however there may be specific roles that are not eligible for occasional work at home days based on the tasks and requirements of the role. Eligibility is determined by the School Leader and employees who work at home are expected to work at the same level and adhere to the same standards as they would in the school office.
4. Procedure: Employees should contact their supervisor to determine their specific work at home schedule or to request any changes to their work at home schedule.

5. Duration: Duration of employment requirements may be modified at the discretion of the supervisor.

SHORT-TERM WORK-AT-HOME ARRANGEMENTS

1. Definition: For the purposes of this Policy, the phrase “short-term work-at-home arrangement” refers to situations in which (i) an employee is permitted to work at home for a defined period of time due to a personal need or a return from short-term disability, and (ii) the duration of the work-at-home arrangement is less than one full school year.
2. Eligibility: For employees returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
 - a. Employees who have been on a leave of absence due to a short-term disability may be permitted to work-at-home for up to three (3) months after the date the disability began, IF the employee’s performance meets the criteria.
 - b. Employee must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
 - c. If the employee is returning from a leave of absence due to a short-term disability for maternity leave, the childcare requirement will be waived for up to three (3) months after the date the disability began.
3. Procedure: Employees who wish to work at home on a short-term basis should contact Human Resources.
4. Duration: Employees should provide Human Resources with information regarding the expected duration of their work-at-home arrangement.
5. Terminating a Work-at-Home Arrangement: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days notice before making such a change.

HOME-BASED EMPLOYEES (PART-TIME)

1. Definition: Home-based employees (PT) are part-time employees who work at home or at an alternative location. These employees include Adjunct teachers, Part-time Speech Language Pathologists (SLP PRNs), and Substitute teachers. Adjunct teachers are required to consult with their Managers to schedule their “core hours,” which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays, and Thursdays from 9:00 am-10:00 am, Thursdays from 2:00 pm – 5:00 pm, etc.).
2. Eligibility: All Adjunct teachers, SLP PRNs, and Substitute teachers enter into a work-at-home arrangement when they are hired.
3. Procedure: When a part-time employee is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.
4. Duration: Adjunct teachers, SLP PRNs, and Substitute teachers are hired with the expectation that they will work at home while employed. However, we reserve the right to discontinue the arrangement at any time, with or without notice, in our sole discretion.

PROVISIONS

Work-at-home schedules will always be determined by leadership in ways that best address school needs. The School Leader may require the same designated work-at-home days to be taken by the employee each week (e.g. every Friday of the week) unless a rotating schedule is determined and maintained by leadership. With advanced approval from their supervisor, an employee's work-at-home days can be changed on a particular week.

An employee's "home" location is the address listed for that employee in Ultipro. Requests to work from anywhere other than the address in Ultipro requires supervisor approval.

If a holiday falls on the same day as an employee's work-at-home day, no additional work-at-home day will be granted for that week. Hourly employees working at home may only work the hours approved by their supervisor and must record all time worked at home on their timesheet.

An employee's work-at-home schedule may be altered by school leadership at any time based on school needs.

WORK-AT-HOME STANDARDS

1. Work Environment: Employees are required to establish an appropriate work environment within their homes, in accordance with the requirements described in this policy.
2. Work Hours: Employees who work at home are required to work the same "core hours" (e.g., 8:00 am – 5:00 pm), the same number of hours (40 hours per week), and the same calendar days as other employees at their assigned school office location. A schedule showing work-at-home days must be maintained in accordance with the school's scheduling process (i.e. on the employee's calendar)
3. Contact Information: Employees who work at home must provide Human Resources with their home telephone numbers and mailing address via UltiPro and any changes in contact information must be immediately reported to Human Resources by updating UltiPro. Employees who work from home must display their instant message status daily with their contact information.
4. Communication: Employees who work at home are required to communicate with their supervisor in a manner and frequency consistent with other employees at their assigned school office location. Employees should consult with their supervisor to discuss their respective expectations, as well as logistical issues that may arise.
5. Accessibility: Employees who work at home must be accessible by phone and internet within a reasonable time period during the agreed upon work schedule ("core hours"). If an employee will not be available for a period of time greater than one (1) hour during his/her core hours, the employee must notify his/her supervisor.
6. Phone Calls: All work numbers should be answered professionally and by the employee only. All work numbers should have a professional voicemail message that indicates the employee's name and role.
7. Responding to Voicemails: Employees who work at home are required to check their work voice mailboxes at least three (3) times per day, and return calls from their supervisor within three (3) hours during normal work hours.
8. Responding to Instant Messages: Employees who work at home are required to respond to Instant Messages within (20) minutes during normal work hours.
9. Off-Site Responsibilities: Employees who work at home will be given an assigned office location. This location may be the actual school office, a public meeting location where the employee will be expected to meet with his/her supervisor, or the employee's home address. These meetings may be scheduled on a regular and/or ad hoc basis. Some employees may be eligible to receive reimbursement for expenses related to traveling to their assigned office.
10. Evaluation: Evaluation of an employee's performance while working at home may include daily interaction by phone and email. Evaluations will be similar in content and frequency to the evaluations received by employees at the assigned school office location, but with additional focus on work output and the completion of objectives, and less focus on time-based performance.
11. Confidentiality: Employees who work at home are required to take steps to prevent proprietary and/or confidential information regarding the organization, its employees, and its clients from unauthorized

disclosures or unauthorized access. Employees should use locked file cabinets, and desks; practice regular password maintenance; and take other steps, as appropriate to protect proprietary and/or confidential information. Portable Media such as flash drives, CDRs, etc. should not be used to store or transport proprietary and/or confidential data under any circumstances without authorization from the MIS department. Employees are required to follow all Information System policies. It is recommended that no proprietary and/or confidential data be printed from the employee's residence. If proprietary and/or confidential data is printed, it must either be i) returned to the school office or ii) shredded.

12. Contact with Students and Other Individuals

a. Home Office: Employees who work at home are prohibited from granting access to their home work location to students, potential students, their families or caregivers.

13. Child / Dependent Care: Working at home should not be used as a means of providing and/or replacing child / dependent care. The purpose of the work-at-home arrangement is to facilitate job performance and meet school needs. Employees working at home should not act as primary caregivers for dependents. Dependents may be present in the employee's home; however, the dependents must not require the employee's attention during normal work hours. Employees considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering into such an arrangement.

14. Expenses

a. Mail: Employees who work at home may request reimbursement of costs incurred in mailing bulk or expensive materials (typically quantified as greater than \$5.00). A receipt from the carrier is required for reimbursement.

b. Travel: Employees may be eligible for travel reimbursement in accordance with IRS guidelines and/or state law. Please review your school's Travel and Expense Reimbursement policy for more information.

c. Home Office: Employees are responsible for all costs and expenses associated with the setup of a home office / workspace (e.g., costs associated with remodeling, furniture, lighting, repairs, modifications, etc.). Repair, upgrading and/or replacement costs and liability for employee-owned equipment and furniture used during the work-at-home arrangement is the responsibility of the employee.

TECHNOLOGY

1. Computers

a. Home-Based Employees: Generally, home-based employees will be provided with a computer and dependent upon job duties, related equipment. Equipment supplied is to be used for business purposes only. Employees must take appropriate steps to protect all organization-owned equipment from damage and theft. The employer will maintain an inventory of all equipment and/or materials that are provided to employees working at home. Such equipment will remain the property of the employer at all times. Upon termination of employment, employees are required to return all organization-owned equipment and other property, unless other arrangements have been made.

b. Office Based Employees with Work-at-Home Privileges: Employees who work at home on a short-term or occasional basis will be provided with a computer. Employees who work at home on a short-term or occasional basis are responsible for providing computer related equipment as required for their specific job duties. We are not responsible for loss, damage to or repairs of any employee-owned equipment. Employee-owned equipment must meet certain minimum requirements, as determined by the MIS department. We reserve the right to modify equipment requirements with or without notice, in our sole discretion.

2. Broadband Service: Employees who work at home are required to maintain broadband access to the Internet, as well as a dedicated phone line that is available during working hours. If an unexpected technology issue occurs (e.g. Internet outage), the employee may take up to thirty (30) minutes to determine if the issue can be resolved. If it is unresolved or intermittent issues persist, the employee will need to come into the school office or move to an approved location with required technology to continue working. For non-exempt employees, time spent commuting to the school office or approved

location will not be compensated. Employees must consult with their supervisor to determine how to make up the time spent commuting to the school office or approve location.

REGULATORY COMPLIANCE / RISK MANAGEMENT

1. Site Inspection Checklist: Supervisors may conduct on-site inspections, and complete the site inspection checklist in the EMS. If the guidelines for the site inspection are not met, the employee's work-at-home arrangement may be modified. Subsequent inspections may be required on an as-needed basis.
2. On-Site Inspection: Employees who work at home are required to permit an on-site review of their home office / workspace upon request, whether it is a scheduled or unscheduled visit, as long as it is during the employee's core work hours.
3. Equipment and Workspace Design: Equipment and workspace design must meet all applicable standards and requirements. Upon request, we will offer assistance in setting up a workstation. If you have an accommodation or ergonomics request, please contact Human Resources.
4. Reporting Injuries: Injuries sustained by an employee while working at home may be covered by the workers' compensation policy. If you are injured while working at home, you must contact your supervisor and Human Resources immediately by completing a Report of Accident or Injury form, located on the Virtual Library.
5. Injuries to Visitors: We are not responsible or liable for injuries sustained by visitors to an employee's home office or assigned office location.
6. Tax Considerations: In accordance with the law, all mandatory federal, state, local, and other deductions will be taken from an employee's semi-monthly pay.

Work-at-Home Guidelines

1. Work Environment: Employees are required to establish an appropriate work environment within their homes, in accordance with the requirements described in this Policy. Employees' residences generally must be located in the same state as their assigned work location. Exceptions must be approved in advance by Human Resources.
2. Work Hours: With the exception of adjunct teachers, employees who work at home are required to work the same "core hours" (e.g., 8:00 am—5:00 pm), the same number of hours (40 hours per week), and the same calendar days as other employees at their assigned office location.
3. Contact Information: Employees who work at home must provide Human Resources with their home telephone numbers and mailing address. Any changes in contact information must be immediately reported to Human Resources by updating UltiPro. Employees who work from home must display their instant message status daily with their contact information.
4. Communication: Employees who work at home are required to communicate with their managers in a manner and frequency consistent with other employees at their assigned office location. Employees should consult with their managers to discuss their respective expectations, as well as logistical issues that may arise.
5. Accessibility: Employees who work at home must be accessible by phone and internet within a reasonable time period during the agreed upon work schedule ("core hours"). If an employee will not be available for a period of time greater than one (1) hour during his/her core hours, the employee must notify his/her manager, and an appropriate away message must be placed on the employee's IM.
6. Responding to Voice Mails
 - a. Requirement: Employees who work at home are required to check their work voice mailboxes at least three (3) times per day, and return calls from their managers within three (3) hours during normal work hours.
 - b. Exception: Adjunct teachers are required to check their work voice mailboxes at least once per day, and return calls from their managers within twenty-four (24) hours.
7. Responding to Instant Messages: Employees who work at home are required to respond to Instant Messages within (20) minutes during normal work hours.

8. Off-Site Responsibilities: Employees who work at home will be given an “assigned office/hub location.” This location may be an actual office, or an office location zip code or city where the employee will be expected to meet with his/her manager. These meetings may be scheduled on a regular and/or ad hoc basis. In addition, employees must be available to conduct home visits, attend field trips and other school-related events, act as proctors for state testing, and perform other duties as assigned.
9. Evaluation: Evaluation of an employee’s performance while working at home may include daily interaction by phone and email. Evaluations will be similar in content and frequency to the evaluations received by employees at the assigned office location, but with additional focus on work output and the completion of objectives, and less focus on time-based performance.
10. Confidentiality: Employees who work at home must take steps to prevent proprietary and/or confidential information regarding the company, its employees, and its clients from being stolen or otherwise accessed. Employees should use locked file cabinets, disk boxes, and desks; practice regular password maintenance; and take other steps, as appropriate. Portable Media such as flash drives, floppy disks, CDRs, etc. should not be used to store or transport confidential data under any circumstances without authorization from the MIS Department. Employees must still abide by our Information System Policies. It is recommended that no confidential data be printed from the employee’s residence. If confidential data is printed, it must either be i) returned to office or ii) shredded.
11. Contact with Students and Other Individuals
- a. Home Telephone Numbers: All work numbers should be answered professionally and by the teacher only. All work numbers should have a professional voicemail message that indicates the teacher’s name and school. Families who need to contact a teacher may also request a phone call via WebMail, leave a message in the teacher’s work voice mailbox, or, if the request is urgent, call the employer’s toll-free number and speak with a support representative. It is the employee’s responsibility to ensure the safety and security of that phone line.
- b. Home Office: Employees who work at home are prohibited from granting access to their homework location to students, potential students, their families or caregivers.
12. Child / Dependent Care: Working at home should not be used as a means of providing and/or replacing child / dependent care.* The purpose of the work-at-home arrangement is to facilitate job performance and meet the company’s business needs. Employees working at home should not act as primary caregivers for dependents. Dependents may be present in the employee’s home; however, the dependents must not require the employee’s attention during normal work hours. Employees considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering into such an arrangement.
- *Adjuncts are exempt from this provision.
13. Expenses
- a. Mail: Employees who work at home may request reimbursement of costs incurred in mailing materials to their students. A receipt from the post office is required for reimbursement.
- b. Travel: Travel expenses are only reimbursable if the location where the employee is traveling is farther away (in miles) than the employee’s assigned office location. Expenses associated with traveling to the employee’s “assigned work location” for a meeting with his/her Manager are not reimbursable.
- c. Home Office: Employees are responsible for all costs and expenses associated with the setup of a home office / workspace (e.g., costs associated with remodeling, furniture, lighting, repairs, modifications, etc.). Repair, upgrading and/or replacement costs and liability for employee-owned equipment and furniture used during the work-at-home arrangement is the responsibility of the employee.
- d. Terminating a Work-at-Home Arrangement: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion.

We generally will attempt to provide thirty (30) days' notice before making such a change.

Technology

1. Computers

- a. Home-Based Employees (FT): Generally, home-based employees will be provided with a desktop computer and related equipment. Equipment supplied by us is to be used for business purposes only. Employees must take appropriate steps to protect all third-party-owned equipment from damage and theft. We will maintain an inventory of all equipment and/or materials that are provided to employees working at home. Such equipment will remain the property of us at all times. Upon termination of employment, employees are required to return all third-party-owned equipment and other property to us, unless other arrangements have been made.
- b. Other Work-at-Home Employees: Employees who work at home (i) on a short-term or occasional basis, or (ii) as Home-Based Part-time Employee (Adjunct teachers, Part-time Speech-Language Pathologists (SLP-PRN), and Substitute Teachers) are responsible for providing their own computers and related equipment. We are not responsible for loss, damage to or repairs of any employee-owned equipment. Employee-owned equipment must meet certain minimum requirements, as determined by our MIS Department. We reserve the right to modify equipment requirements with or without notice, in our sole discretion.

2. Broadband Service: All employees who work at home (on a full-time basis, a part-time basis, on a short-term basis, or on an occasional basis) are required to maintain broadband access to the Internet, as well as a dedicated phone line that is available during working hours.

Regulatory Compliance / Risk Management

1. Site Inspection Checklist: Managers will generally complete at least one on-site inspection per school year, and complete the site inspection checklist in the EMS. If the guidelines for the site inspection are not met, the employee's work-at-home arrangement may be terminated. Subsequent inspections may be required on an as-needed basis.
2. On-Site Inspection: Employees who work at home are required to permit an on-site review of their home office/workspace upon request, whether it is a scheduled or unscheduled visit, as long as it is during the employee's core work hours.
3. Equipment and Workspace Design: Equipment and workspace design must meet all applicable standards and requirements. Upon request, we will offer assistance in setting up a workstation.
4. Reporting Injuries: Injuries sustained by an employee while working at home may be covered by our workers' compensation policy. If you are injured while working at home, you must contact your Manager and Human Resources immediately, in accordance with company procedures.
5. Injuries to Visitors: We are not responsible or liable for injuries sustained by visitors to an employee's home office or assigned office location.
6. Tax Considerations: Employees are responsible for all federal, state, and local tax obligations associated with their particular work-at-home arrangements.

Work-at-Home Classifications

Home-Based Employees (Full-time)

1. Definition: "Home-based employees (FT)" are full-time employees who work at home five (5) days per week. For recordkeeping, training, meeting and administrative purposes, home-based employees are assigned to a specific office or hub ("assigned office location").
2. Eligibility

- a. Applicants: In certain circumstances, an individual applying for a position may be offered the option of working as a home-based employee. Such offers generally are extended to assist us in filling specific operational needs (e.g., securing an applicant who (i) is particularly well-qualified, (ii) possesses experience or expertise in a subject area that is difficult to fill, (iii) there is not sufficient space for the employee in the office, etc.).
- b. Current Employees
 - i. Requirements: Generally, employees must work on a full-time basis for at least one year, with no breaks in employment, to be eligible for home-based employment. In addition, individuals requesting a home-based arrangement must have at least a satisfactory performance rating under the performance appraisal process, and demonstrate expertise regarding our program and Education Management System.
 - ii. Exceptions: Exceptions to these requirements may be made under certain circumstances, (e.g., to retain employees who are particularly well-qualified, possess experience or expertise in a subject area that is difficult to fill, etc.). Exceptions must be approved by Human Resources.

3. Procedure

- a. Applicants: When an applicant is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.
 - b. Current Employees: Requests for home-based arrangements should be directed to the employee's manager, who will consult with Human Resources to evaluate the suitability of such an arrangement. Factors to be considered include, but are not limited to, business needs, as well as the employee's job duties and responsibilities; prior performance; work habits; and ability to work with minimal supervision. In addition, certain grade levels, subjects, and positions may be better suited to a home-based arrangement than others.
4. Duration: Requests for home-based arrangements are reviewed on a school year by school year basis. Home-based employees who wish to work at home the following school year should inform their manager who will review the requirements for a home-based assignment.

Short-Term Work-at-Home Arrangements

- 1. Definition: For the purposes of this Policy, the phrase "short-term work-at-home arrangement" refers to situations in which (i) an employee is permitted to work at home for a defined period of time due to a personal need or a return from short-term disability, and (ii) the duration of the work-at-home arrangement is less than one full school year.
- 2. Eligibility: For employees returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
 - a. Employees who have been on a leave of absence due to a short-term disability may be permitted to work at home for up to three (3) months after the date the disability began, IF the employee's performance meets the criteria.
 - b. Employee must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
 - c. If the employee is returning from a leave of absence due to a short-term disability for maternity leave, the childcare requirement will be waived for up to three (3) months after the date the disability began.
- 3. Procedure: Employees who wish to work at home on a short-term basis should contact Human Resources.
- 4. Duration: Employees should provide Human Resources with information regarding the expected duration of their work-at-home arrangement.

- ~~5. Terminating a Work at Home Arrangement: We reserve the right to discontinue a work at home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days' notice before making such a change.~~

~~Occasional Work at Home Days~~

- ~~1. Definition: For the purposes of this Policy, the phrase "occasional work at home days" refers to situations in which an employee is permitted to work at home on an occasional or periodic basis, or an employee is in a "cube-sharing" arrangement where they share a workspace in an office with another employee, and alternate working from the office and working from home.~~
- ~~2. Eligibility: Some employees have the ability to earn work at home days based on their performance from the previous year. Eligibility requirements are determined at the school level.~~
- ~~3. Number of Work at Home Days: Generally, the number of work at home days available to an employee is determined by and dependent upon his/her performance during the prior school year. Employees may only use the number of work at home days allotted to them. We reserve the right to increase or decrease an employee's work at home days, with or without notice, in our sole discretion.~~
- ~~4. Procedure: Employees who wish to use a work at home day must obtain approval in advance from their Manager, or have a regular work at home schedule or cube share arrangement that has been approved by the manager. We may, in our sole discretion, deny an employee's request to work at home on a particular day.~~

~~Home-based Employees (Part time)~~

- ~~1. Definition: Home-based Employees (PT) are part time employees who work at home or at an alternative location. These employees include Adjunct teachers, Part-time Speech Language Pathologists (SLP PRNs), and Substitute teachers. Adjunct teachers are required to consult with their Managers to schedule their "core hours," which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays and Thursdays from 9:00 am – 10:00 am, Thursdays from 2:00 pm – 5:00 pm, etc.).~~
- ~~2. Eligibility: All adjunct teachers, SLP PRNs, and Substitute teachers enter into a work at home arrangement when they are hired.~~
- ~~3. Procedure: When a part-time employee is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.~~
- ~~4. Duration: Adjunct teachers, SLP PRNs, and Substitute teachers are hired with the expectation that they will work at home while employed. However, we reserve the right to discontinue the arrangement at any time, with or without notice, in our sole discretion.~~

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised handbook.



Teacher Induction Program



Induction Plan

School districts, intermediate units, charter schools, and area vocational-technical schools in Pennsylvania have since 1987 been required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a state-approved teacher induction plan for first-year teachers.

The induction program at Reach Cyber Charter School includes an educator induction committee. This committee is responsible for the development and operation of the education induction program. The committee includes teacher representatives and administrators from this school. The purpose of the committee is to ensure proper representation on the committee, conduct meaningful needs assessment activities, develop an appropriate educator induction program, and conduct an annual evaluation of the induction program.

INDUCTION COMMITTEE MEMBERS:

Induction Committee Chair: LeeAnn Ritchie, Assistant Principal

Jane Swan, Principal

Michael Hinshaw, Assistant Principal High School

Nancy Wagner, Assistant Principal Middle School

John McMurray, STEM Education Manager

Jamie Meidel , Elementary Representative

Kelley McConnell, Secondary Representative

Roles and Responsibilities:

Chairperson Role: An educator induction coordinator shall be identified and shall perform the following:

1. Schedule and implement an appropriate induction program, designed and directed by the educator induction committee
2. Chair the educator induction committee

3. Oversee the educator induction program
4. Maintain adequate record keeping of educator induction program activities and participating educators
5. Coordinate and oversee selection of mentors and assignment of inductees
6. Provide training for new mentors
7. Identify and provide for appropriate resources to support education induction activities (i.e., time, scheduling, space and funding)

Mentor Role:

Chapter 49 requires a mentor relationship between the inductee and the educator induction team. The educator induction committee should determine the criteria for mentor selection (Pa. Code 49.16). Recommended criteria are:

1. Similar certification and assignment
2. Outstanding work performance
3. Models continuous learning and reflection
4. Knowledge of school policies, procedures and resources
5. Ability to work with students and other adults
6. Willingness to accept additional responsibilities
7. Mentor training or previous experience
8. Compatible schedules so the mentor and inductee can meet regularly
9. Training in use and application of the Standards Aligned System
10. Understanding the Level of Bloom's Taxonomy and Webb's Depth of Knowledge
11. Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended task.

Mentors provide the following types of support to inductees:

Instructional support such as:

1. Classroom management
2. Standards-based instructional planning and implementation
3. Standards-aligned teaching strategies
4. Differentiated instruction and supports for struggling students
5. Observations and conferencing with the beginning teacher
6. Instruction for diverse learners in inclusive settings, including ELL and students with IEPs.
7. Data-informed decision making

Professional support such as:

1. Information about school policies and procedures
2. Student formative and summative assessments and evaluation
3. Educator Effectives in accordance with Act 82 (22 Pa.Code 19.1)
4. Information about quality professional development opportunities

Personal support such as:

1. Introductions to other faculty and administrators
2. Personal encouragement within the context of a confidential relationship
3. Liaison to referral to other key people and resource

Inductees:

Responsibilities of the inductees in this program include:

1. Attending all orientation activities
2. Seeking help when needed
3. Observing experience teachers/specialists
4. Meeting regularly with their mentors
5. Meeting with other inductees to discuss experiences
6. Evaluating the induction program

Inductions are expected to:

1. Actively participate in mentoring activities and relationships
2. Seek out help from colleagues
3. Accept and act upon constructive feedback through open communication with the mentor
4. Schedule observation of experienced teachers at work
5. Schedule classroom observation by the mentor
6. Maintain and submit accurate records of induction activities (ie. observations, training sessions, conferences)

Goals of the Reach Cyber Charter School Induction Program

The goals of the Reach Cyber Charter School Induction Program are to provide each inductee with a general orientation to Reach Cyber Charter School and to increase knowledge and teaching skills.

The objectives of the program are:

1. To familiarize the inductee with school policies and practices
2. To provide the inductee with an opportunity to analyze and reflect on their teaching with their mentor teacher
3. To support the development of the inductee's professional knowledge and skills
4. To provide continued assistance to face the challenges and on-boarding of a new virtual teacher
5. To cultivate a professional attitude to teaching and learning and develop skills when working with students, parents and colleagues

The topics to be covered in our Reach Induction are included in two categories:

1. Activities to familiarize the inductee with Reach Cyber Charter School
2. Activities designed to assist inductees in developing professional knowledge and skills

An orientation program will be presented by Reach staff prior to the beginning of each school year in August. Additional programs will be presented to newly-hired staff throughout the school year by the chairperson of Reach Induction or designees in order to provide the continuity of the program. Some, but not all, of the topics that will be included are:

- ✓ Connexus Orientation Training Modules
- ✓ School Calendar
- ✓ Courses of study and curriculum
- ✓ HIPPA, FERPA
- ✓ State Testing Training
- ✓ Lesson planning
- ✓ Start-up routines
- ✓ Grading procedures
- ✓ Act 48 protocols

- ✓ Mentor activities
- ✓ Grade level PLC meetings

General activities designed to develop and refine the professional knowledge and skills of inductees are presented by Reach staff at the two day orientation and two opening professional development days in August and throughout the school year. The orientation will include presentations on on-boarding, teacher expectations, observation and evaluation, and current issues in virtual education. Ongoing activities throughout the school year will focus upon activities deemed appropriate to train inductees regarding the working of Reach Cyber Charter School. Each inductee will also participate in Reach's professional development plan and reflect on growth through the development of a professional portfolio.

Timelines of Activities/Requirements

<u>Activity/Requirement</u>	<u>Date</u>
Reach New Employee On-boarding	August
Full Staff Professional Development	August
Needs Assessment for Teacher Inductees	September
Back-to-School Sessions	September
Orientation Modules for On-boarding	September
October Teacher Induction Report Due	October
PLC with mentor/master	April
Completion of Two (2) Peer Observations	January
December Teacher Induction Report Due	December
Teacher E-Portfolio Data View Mid-Year Check	January
February Teacher Induction Report Due	February
State Testing Training and Certification	March
April Teacher Induction Report Due	April
Teacher E-Portfolio Data View Due	April
Evaluation of Induction Documentation	May

Requirements of Reach Induction Plan

- ❖ Bi-weekly meetings with Inductee/Mentor (September through January)
- ❖ Monthly meetings of Inductee/Mentor (February through April)
- ❖ Two peer classroom Observations (By January)
- ❖ Attend four day opening professional development in August
- ❖ Needs Assessment for Inductees (Addendum #1)
- ❖ Completion of four teacher induction reports (Addendum #2)
- ❖ Completion of induction document (Addendum #3)
- ❖ Completion of evaluation of Reach Induction Document (Addendum #4)
- ❖ Completion of professional portfolio (Addendum #5)

**To verify participation in the Reach Induction Program, a copy of the Checklist of Induction document, together with a copy of the Induction Completion Document will be placed in each inductee's permanent file in the Principal's office. The original induction completion document, along with a certificate of completion, will be given to each inductee for their records.*

Required Documents

The following pages list the required documents for the Teacher Induction Program. Copies of these documents will be placed in the Google folder titled: **Professional Development>Teacher Induction Program.**

NEEDS ASSESSMENT FOR TEACHER INDUCTEES

Inductee _____ Mentor _____

Grade/Course _____ Date _____

Some typical components of the Performance Review Competencies are listed below. Please circle two or three specific items from each of the competencies. The circled items should be addressed by you and your Mentor during the _____ school year.

High Quality Instruction

- 1. Welcoming Environment
- 2. Curriculum/Standards
- 3. Student Engagement
- 4. Lessons/activities

Personalized Student Programs

- 1. LC/CA tools and resources
- 2. Differentiation

Student Performance

- 1. Evaluating effective instruction
- 2. Assessment Data
- 3. Grading/portfolios

Communication/documentation

- 1. Student/LC contact
- 2. Welcome calls/CBA
- 3. Teacher Logs

Professional Development

- 1. Training completion
- 2. Professional growth opportunities
- 3. PLCs
- 4. Teacher Integrity
- 5. Attendance

Teacher Induction Report

Inductee _____ Mentor _____

Grade/Course _____ Date _____

Topic(s) Discussed

Action(s) Planned

Principal's Signature _____ Date _____

Comments: _____

Reach Cyber Charter School
INDUCTION COMPLETION DOCUMENT
(To be completed by the Mentor – Due with Professional Portfolio)

Mentor _____ Inductee _____

Activities

Dates of Completion

Reach 4 Day Orientation _____

State Testing Certification _____

Bi-weekly Meeting with Mentor

Sept _____ Oct _____ Nov _____ Dec _____ Jan _____

Sept _____ Oct _____ Nov _____ Dec _____ Jan _____

Monthly Meeting with Mentor

Feb _____ March _____ April _____

Peer Observations

Teacher's Name

Date

1. _____

2. _____

Induction Reports

Oct 31 _____ Dec 31 _____ Feb 28 _____ Apr 30 _____

E-Portfolio Submission Date: _____

Evaluation of Induction Date: _____

This certifies that the above named inductee participated in and successfully completed the requirements of the Teacher Induction Program during the 2017-2018 school year.

Principal Signature _____ Date _____

Mentor Signature _____ Date _____

EVALUATION OF PROGRAM

(To be filled out by inductee)

1. Did this program provide the support that you needed to make the transition to Reach Cyber Charter School? Explain
2. What things would you suggest be added to aid an incoming teacher?
3. What changes in the program would you recommend?
4. To what extent were the following objectives met by the program?

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>
Improvement of teaching skills	_____	_____	_____
Adjustment to student needs	_____	_____	_____
Assessment of professional development	_____	_____	_____

Inductee's Signature

Date



Teacher Portfolio

Teacher Name

Mentor Name

Date of Completion

“Teach the children...so it will not be necessary to teach the adults.”

Abraham Lincoln

From: Pearson Online & Blended Learning
To: Jane Swan, Principal, Reach Cyber Charter School
Re: LiveSpeech Services for the 2018-2019 School Year

Attached for board approval are the Proposed Financial Terms for Speech Therapy, Speech/Language Evaluation Services and/or Case Management for SY 2018-19. We, at Pearson Online & Blended Learning (Pearson OBL), understand that the Reach Cyber Charter School school leadership and Board have all placed a high priority on continuing to improve the school's academic performance. As such, the attached contract proposes that Reach Cyber Charter School will contract with Pearson OBL for speech through its innovative, successful LiveSpeech online speech therapy with a team of highly trained, licensed speech therapists.

For your convenience, a summary of the LiveSpeech contract is provided below.

General Information

Pearson OBL provides LiveSpeech to students attending Connections Academy who require Speech Therapy, Speech/Language Evaluation Services, and/or Case Management. Such services include the following:

- Assessment (initial evaluation and re-evaluation)
- Initial Set-up
- Individual or Group Speech Therapy
- Consulting Services
- Case Management
- Progress Notes
- ESY Services as needed
- Other Services as needed

**Speech Therapy, Speech/Language Evaluation Services, Case Management
STATEMENT OF WORK**

Customer Name:	Reach Cyber Charter School
Contact Person:	Jane Swan
Phone Number:	570-218-8475
Email Address:	jswan@reach.connectionsacademy.org

Reach Cyber Charter School (“Customer”) and Pearson Online & Blended Learning K-12 USA (“OBL”), are hereby entering into this Statement of Work (“Statement of Work”) whereby Customer is contracting with OBL to receive certain Speech Therapy, Speech/Language Evaluation Services and/or Case Management services.

1. LiveSpeech

- a. If speech language pathology is required in an IEP, Customer may contract with OBL for speech through its innovative, successful LiveSpeech online speech therapy with a team of highly trained, licensed speech therapists. Speech Therapy Services may be provided on whichever platform OBL deems appropriate. Customer recognizes the difficulty in recruiting speech language pathologists and will address the challenge by providing a cutting-edge “telepractice” approach endorsed by the American Speech-Language-Hearing Association. OBL also plans to contract with local providers of special education services such as occupational therapy if needed. Telepractice may be used to overcome barriers of access to services caused by distance, unavailability of specialists and/or subspecialists, and impaired mobility. Telepractice offers the potential to extend clinical services to remote, rural, and underserved populations, and to culturally and linguistically diverse populations.
- b. Exhibit A to this Statement of Work, attached hereto and incorporated herein by reference, details the LiveSpeech services and pricing being made available to Customer hereunder.
- c. Customer agrees to provide at least 30 days written notice prior to removing students from the caseload of the OBL Speech-Language Pathologist (“SLP”).
- d. Invoicing Procedure. LiveSpeech services shall be provided upon Customer’s written requests, and Customer will be billed monthly for the previous month's services as requested and delivered. Invoices will be paid within 30 days of invoice date. In no event shall failure by OBL to invoice the Customer constitute

a waiver of the Customer's obligation to make payment to OBL under the Statement of Work.

2. **Services**

- a. Screenings are short, preliminary meetings between student and therapist to determine if student speech or communication issue merits a complete assessment. A short written report is provided detailing the screening outcome and sent to customer.

Assessment services include evaluation, written report, suggested IEP goals and attendance at IEP meeting. If additional meetings are needed, they will be charged at the per-hour, per-student rate.

- b. Progress Notes are the periodic documentation of the student's progress towards his or hers individualized goals established during IEP meetings. These costs are not applied for Case Management students.
- c. Some students may require "Extended School Year" therapy sessions ("ESY") as prescribed in their IEP to be offered during summer breaks.
- d. Others services may include consult services (required by IEP), participation in IEP meetings or other special services. Additionally, if Customer or Customer's state requires special documentation, reports or software reporting systems to be used as part of a speech screening process or documentation of therapy, appropriate "Other services as needed" per hour fees shall be assessed.

3. **Therapy Appointment Cancellation Policy**

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

4. **OBL Obligations.**

- a. Individual or group speech therapy sessions will be provided with an appropriately licensed therapist via the OBL LiveSpeech Program, using LiveLesson or in person and supported by Connexus.
- b. Speech/Language Screening and Evaluation services include review of student's history, administering and interpreting tests, and report writing, where applicable.

- c. Case management services are limited to those students that require solely Speech/Language Screening, Evaluation or speech therapy services. Case management services include:
 - i. Fulfilling mandatory scheduled contacts.
 - ii. Completing the IEP in the school's IEP software system (customer must provide access and appropriate training to therapist).
 - iii. Entering quarterly progress reports into the IEP software system.
 - iv. Working with designated customer administrative support to set up meetings.
 - v. Participating in the IEP meetings.
 - d. Licenses; Certifications. Services will be provided solely by licensed SLPs who are certified in Pennsylvania. Such SLPs are not employees of the School. SLPs are contracted through OBL and will not be required to obtain Pennsylvania Teaching Licensure unless requested in writing by the Customer and at Customer's cost.
 - e. Background Checks. All therapists will have undergone background screening as required by OBL or applicable law to assure the safety of the customers and students.
 - f. Customer-designated Speech Coordinator access to Connexus to identify students for LiveSpeech services and to view individual student progress data.
 - g. A webcam will be provided for each student who is referred for an evaluation or therapy services. Webcams are not provided to students receiving a screening. Working with the customer, OBL can send the webcam directly to the student or to a designated customer location such as a school site. This election should be indicated on the LiveSpeech Enrollment Form. These materials do not need to be returned to OBL.
5. **Customer Obligations**
- a. Designated Speech Coordinator who will be the primary contact for OBL and will authorized to designate a student for speech services. The Customer may elect to have other individuals perform this function with written notification to OBL. By designating this Speech Coordinator(s), the Customer authorizes that (those) individual(s) to request services from OBL and thereby commits the Customer to the corresponding fees.
 - b. Financial responsibility, including replacement cost for any Pearson OBL property and included software that is provided to a student, when said property must be shipped again to Customer or Customer's Students due to (i) damage to or theft of property after its receipt, (ii) inaccurate shipping information provided by Customer, or (iii) loss of materials by Customer or Customer's Students.
 - c. Consultation and/or conference sessions with the IEP teleconferences, as well as

parent consultations.

- d. Primary contact and relationship with all customer users, including promoting compliance with attending LiveSpeech sessions, evaluations, and screening.
 - e. Collaboration with OBL to provide the required information to effectively enroll students. Students will not be enrolled, nor will any services be provided, until necessary parent authorizations, IEP or other documentation of students' speech needs are provided to OBL.
 - f. Complete and accurate information documenting the level of speech services required in student's IEP.
 - g. Complete disclosure of requirements to use school or state documentation or reporting systems (use of these systems may require additional fees).
 - h. Individual to perform administrative tasks associated with speech case management including:
 - i. Scheduling IEP meetings and managing attendees.
 - ii. Faxing, copying, and filing in a secure location locally all documents related to student(s) speech requirements and therapy.
6. **Mutual Obligations**
- a. Clinical and Medical Records. It is understood and agreed that clinical and medical records are also "Confidential Information" under this Statement of Work, and each party expressly agrees to comply, to the extent and in the manner required by the applicable statutory and regulatory regime, with the laws and regulations governing the use, disclosure, and duties and obligations to protect "protected health information" (as defined in 45 CFR 160.103), as may be amended from time to time (collectively, "Applicable Laws"), including, without limitation, FERPA; Subtitle D of the Health Information Technology of Economic and Clinical Health Act ("HITECH"); and the Health Insurance Portability and Accountability Act of 1996 (45 CFR parts 160, 162 and 164) ("HIPAA"), including the implementation of all required safeguards to prevent disclosure of protected health information by either party, its employees or agents.
 - b. The services provided under this Exhibit A are subject to the Standard Terms.
7. **Term**: This Statement of Work will commence upon its execution by both parties (the "Effective Date") and shall expire on **July 31, 2018**, and may be renewed in writing signed by both parties. In the event the parties determine to negotiate a continuation of their relationship beyond the expiration date, and such renewal negotiations continue beyond the expiration date such that OBL continues to provide services consistent with its obligations set forth in this Statement of Work, without a renewal agreement being executed by and between the parties, the terms and conditions of this Statement of Work

shall continue to govern the relationship of the parties until such time as the parties: (i) execute a new agreement; or (ii) the parties' relationship terminates without a new agreement being executed.

8. **Limitation of Liabilities:** In no event will either party, or such party's Affiliates, directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of the other party or such party's Affiliates, directors, officers, employees, or agents.
9. **Notices:** All notices, consents and other communications under this Statement of Work shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by e-mail, hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the parties at the following addresses (or to such other address as hereafter may be designated in writing by such party to the other party):

If to OBL:	Pearson Online & Blended Learning K-12 USA 10960 Grantchester Way Columbia, MD 21044 Attn: Donna Hutchison
With a copy to:	Pearson Online & Blended Learning K-12 USA 10960 Grantchester Way Columbia, MD 21044 Attn: Dept. of School Legal Affairs Legal-PearsonOBL@pearson.com
If to the Customer:	Reach Cyber Charter School 750 East Park Drive, Suite 204 Harrisburg, PA 17111 Attn: Jane Swan jswan@reach.connectionsacademy.org

10. **Miscellaneous.**

- a. **Standard Terms:** Capitalized terms not otherwise defined in this Statement of Work shall have the meanings ascribed to them in the "Standard Terms," meaning the Terms and Conditions for Virtual Learning Programs located at <http://www.pearsoned.com/prek-12-education/products-and-services/online-and-blended-learning-solutions/connections-learning/terms-and-conditions>.

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

Agreed to by:

Pearson Online & Blended Learning

Reach Connections Academy

By: _____

By: _____

Name:

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Exhibit A
Speech Therapy, Speech/Language Evaluation Services and/or Case Management

Services	Product/Service Descriptions	Pricing
Initial Set-up Fee	(includes webcam and shipment)	\$60 Per Student, Per Year
LiveSpeech – Assessment (initial evaluation and re-evaluation)	Assessment services include evaluation, written report, suggested IEP goals and attendance at IEP meeting. Assessments are conducted in Adobe Connect using a webcam and headset. Speech language pathologist (SLP) evaluates or re-evaluates a student for speech/language concerns.	\$350 Per Student, Per Assessment
LiveSpeech – Case Management	Monthly supervision of paperwork and meetings for students who have speech/language as their primary disability.	\$80 Per Month, Per Student
LiveSpeech – Consulting Services	Consults may involve a records review, attending IEP meetings and/or providing tips for working with a student to teachers and/or caretakers. These are generally done in quarter to half hour increments.	\$95 Per Hour, Per Student
LiveSpeech – Group Speech Therapy	Speech therapy provided by an ASHA-certified, state-licensed SLP. Sessions generally are 15 minutes to an hour conducted via Adobe Connect using a webcam and a headset with microphone. Groups consist of no more than 3 students.	\$240 Per Month, Per Student
LiveSpeech – Individual Speech Therapy Only	Speech therapy provided by an ASHA-certified, state-licensed SLP. Sessions generally are 15 minutes to an hour conducted via Adobe Connect using a webcam and a headset with microphone.	\$290 Per Month, Per Student
LiveSpeech – Other services as needed	May include SLP’s time for a variety of possible services, including records review, participation in IEP meetings, working with advocates/attorneys, etc.	\$95 Per Hour, Per Student
LiveSpeech – Progress Notes	Detailed documentation of students’ progress toward achieving their speech goals. Progress notes are specific to each school and/or state requirements for writing and delivering progress notes.	\$24 Per Occurrence

	Often involves using a school/state special education reporting program or a specific format for the progress notes themselves. Services generally occur 2 – 4 times per year, per student, based on state requirements.	
LiveSpeech – Screenings	A short phone conference between student and SLP. SLP determines if student exhibits a speech/language issue that merits a complete evaluation. A brief written report is provided detailing the screening outcome and sent to customer.	\$95 Per Screening, Per Student
Extended School Year (ESY)	In some cases, the IEP team may decide that a student needs therapy services over the summer. Speech therapy provided by an ASHA-certified, state-licensed SLP. Sessions generally are in 30-minute increments conducted via Adobe Connect using a webcam and a headset with microphone. Groups consist of no more than 3 students.	\$95 Per Student, Per Hour



MONTHLY SCHOOL REPORT

Reach Cyber Charter School

April 2018

EOY 16-17		4/30/2017		3/31/2018		4/30/2018		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

ENROLLMENT DATA

School Enrollment

	952	100%	912	100%	2210	100%	2121	100%	133 %
Reach Cyber Charter School	952	100%	912	100%	2210	100%	2121	100%	133 %

Grade Distribution

Grades PK-2		182	19%	181	20%	345	16%	333	16%	84 %
KG	69	7%	68	7%	124	6%	116	5%	71 %	
1	50	5%	50	5%	120	5%	118	6%	136 %	
2	63	7%	63	7%	101	5%	99	5%	57 %	
Grades 3-5		213	22%	204	22%	405	18%	384	18%	88 %
3	55	6%	55	6%	133	6%	120	6%	118 %	
4	70	7%	67	7%	112	5%	108	5%	61 %	
5	88	9%	82	9%	160	7%	156	7%	90 %	
Grades 6-8		400	42%	374	41%	707	32%	682	32%	82 %
6	97	10%	87	10%	190	9%	182	9%	109 %	
7	165	17%	152	17%	224	10%	219	10%	44 %	
8	138	14%	135	15%	293	13%	281	13%	108 %	
Grades 9-12		156	16%	153	17%	753	34%	721	34%	371 %
9	156	16%	153	17%	374	17%	357	17%	133 %	
10	0	0%	0	0%	236	11%	226	11%	0 %	
11	0	0%	0	0%	143	6%	138	7%	0 %	

New/Returning to CE

New	952	100%	912	100%	1726	78%	1647	78%	81%
Returning	0	0%	0	0%	484	22%	474	22%	0%

Total YTD Enrollment

Enrolled, not Grad	952	75%	912	75%	2227	76%	2139	73%	135%
Prior To Engagement	44	3%	43	4%	85	3%	93	3%	116%
Withdrawal During School Year	281	22%	265	22%	630	21%	718	24%	171%
Graduate	0	0%	0	0%	0	0%	0	0%	0%

Total YTD Enrollment	1277	100%	1220	100%	2942	100%	2950	100%	142 %
Enrollment Services Complete (Stage 4)	N/A	N/A	N/A	N/A	N/A	N/A	3061	100%	N/A

Withdrawal Reason

Different/Better Schooling Option (Not related to socialization)	242	86%	231	87%	301	48%	334	47%	45%
Life Change	13	5%	12	5%	94	15%	110	15%	817%
Mismatch Academic	4	1%	4	2%	15	2%	18	3%	350%
Getting started with the school was too difficult	1	0%	1	0%	3	0%	3	0%	200%
Mismatch Family Schedule	6	2%	6	2%	4	1%	4	1%	-33%
Regulation	0	0%	0	0%	0	0%	0	0%	0%
Student wants more socialization	4	1%	4	2%	13	2%	14	2%	250%
Unhappy with the school (teachers, leadership)	1	0%	1	0%	6	1%	13	2%	1200%
Applying for next school year	1	0%	0	0%	0	0%	0	0%	0%
Deceased	0	0%	0	0%	0	0%	1	0%	0%
Inactivity	6	2%	3	1%	150	24%	171	24%	5600%
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

April 2018

EOY 16-17		4/30/2017		3/31/2018		4/30/2018		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

HOUSEHOLD DATA

Household Data

Active Households	779	N/A	743	N/A	1771	N/A	1702	N/A	129 %
Graduated	663	N/A	0	N/A	0	N/A	0	N/A	0%
WD Prior To Engagement	38	N/A	37	N/A	78	N/A	83	N/A	124 %
WD During School Year	237	N/A	225	N/A	510	N/A	578	N/A	157 %
Students Per Active HH	1.22	N/A	1.23	N/A	1.26	N/A	1.26	N/A	2%

STUDENT DEMOGRAPHICS

Ethnicity									
Hispanic or Latino	133	14%	131	14%	302	14%	287	14%	119%
Not Hispanic or Latino	819	86%	781	86%	1906	86%	1832	86%	135%
Race									
Asian	19	2%	19	2%	39	2%	38	2%	100%
Black/African American	281	30%	268	29%	648	29%	620	29%	131%
Native Hawaiian or Other Pacific Islander	10	1%	9	1%	27	1%	24	1%	167%
American Indian or Alaskan Native	30	3%	30	3%	88	4%	85	4%	183%
White	686	72%	656	72%	1616	73%	1550	73%	136%
Distinct Race/Ethnicity									
Hispanic or Latino	133	14%	131	14%	302	14%	287	14%	119%
Multiple Races	56	6%	54	6%	157	7%	148	7%	174%
Black/African American	200	21%	190	21%	446	20%	429	20%	126%
White	552	58%	527	58%	1268	57%	1219	57%	131%
Asian	6	1%	6	1%	18	1%	18	1%	200%
American Indian or Alaskan Native	3	0%	2	0%	14	1%	15	1%	650%
Native Hawaiian or Other Pacific Islander	2	0%	2	0%	2	0%	2	0%	0%
Gender									
F	533	56%	513	56%	1235	56%	1200	57%	134%
M	419	44%	399	44%	975	44%	921	43%	131%
FARM Eligibility									
Qualifies for free	533	56%	509	56%	976	44%	911	43%	79%
Qualifies for reduced	106	11%	98	11%	237	11%	236	11%	141%
Refused to report	107	11%	104	11%	420	19%	411	19%	295%
Prior Schooling									
Charter School (Public)	62	7%	63	7%	155	7%	150	7%	138%
Home School	57	6%	57	6%	125	6%	120	6%	111%
No Prior School	97	10%	97	11%	215	10%	206	10%	112%
Online (Virtual) Public School	69	7%	70	8%	140	6%	137	6%	96%
Private/Parochial School	69	7%	66	7%	132	6%	129	6%	95%
Public School	598	63%	559	61%	1364	62%	1301	61%	133%
Prior Schooling Not Reported	37	4%	37	4%	79	4%	78	4%	111%
Special Populations									
Gifted	23	2%	22	2%	34	2%	34	2%	55%
504	20	2%	22	2%	57	3%	58	3%	164%
IEP	170	18%	144	16%	421	19%	406	19%	182%
None	749	79%	734	80%	1719	78%	1645	78%	124%



MONTHLY SCHOOL REPORT

Reach Cyber Charter School

April 2018

		EOY 16-17		4/30/2017		3/31/2018		4/30/2018		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change
Disability										
	Autism	15	9%	15	11%	39	10%	39	10%	160%
	Cognitive Disability	7	4%	5	4%	16	4%	14	4%	180%
	Developmentally Delayed	0	0%	0	0%	1	0%	1	0%	0%
	Emotionally Impaired	20	12%	19	14%	64	16%	65	17%	242%
	Hearing Impaired	1	1%	1	1%	0	0%	0	0%	-100%
	Multiple Disabilities	0	0%	0	0%	1	0%	1	0%	0%
	Other Health Impaired	32	19%	25	18%	68	17%	71	18%	184%
	Physical Disability	0	0%	0	0%	1	0%	1	0%	0%
	Specific Learning Disability	72	44%	58	41%	178	45%	173	45%	198%
	Speech/Language Impaired	18	11%	17	12%	23	6%	22	6%	29%
	Visually Impaired	0	0%	0	0%	1	0%	1	0%	0%
Primary Language										
	English	1	0%	0	0%	1994	90%	1914	90%	0%
	Another Language	0	0%	0	0%	192	9%	186	9%	0%
	Spanish	0	0%	0	0%	16	1%	13	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%	912	100%	1	0%	1	0%	-100%

PERFORMANCE DATA

Contacts Per Week										
	Met	739	78%	738	81%	1779	80%	1691	80%	129%
	Not Met	213	22%	174	19%	431	20%	430	20%	147%
Escalation Status										
	Alarm	0	0%	141	15%	183	8%	181	9%	28%
	Approaching Alarm	0	0%	124	14%	215	10%	260	12%	110%
	Exempt	0	0%	6	1%	25	1%	30	1%	400%
	On Track	952	100%	641	70%	1787	81%	1650	78%	157%
Performance Metrics										
Grades PK-2										
	Average Performance	87 %		88 %		85 %		85 %		-3%
	Average Participation	97 %		97 %		103 %		101 %		5%
	Average Attendance	103 %		99 %		102 %		107 %		8%
Grades 3-5										
	Average Performance	78 %		78 %		72 %		74 %		-6%
	Average Participation	96 %		97 %		100 %		97 %		0%
	Average Attendance	106 %		103 %		104 %		108 %		5%
Grades 6-8										
	Average Performance	68 %		67 %		68 %		69 %		3%
	Average Participation	91 %		95 %		97 %		97 %		3%
	Average Attendance	102 %		95 %		99 %		105 %		10%
Grades 9-12										
	Average Performance	62 %		64 %		65 %		65 %		2%
	Average Participation	82 %		90 %		98 %		97 %		8%
	Average Attendance	97 %		94 %		95 %		103 %		9%
Total Average Performance		73 %		73 %		70 %		71 %		-3%
Total Average Participation		92 %		95 %		99 %		98 %		3%
Total Average Attendance		102 %		98 %		99 %		105 %		8%



Monthly Student Current Enrollment Comparison

■ 2016-2017 ■ 2017-2018

