



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, August 22, 2018 at 9:00 a.m.

**Meeting Location:**

750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chair.

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact 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) – J. Swan
    - i. Back to School Activities, Staffing and Training Update
    - ii. Enrollment Update
    - iii. Intensive Instruction Update
    - iv. Connections Academy Summer Leadership Conference
  - b. Financial Report (to follow) – T. Blair
    - i. Unaudited 2017-2018 Financial Results
  
- V. Consent Items
  - a. Approval of Minutes from the June 29, 2018 Annual Board Meeting (attached)
  - b. Approval of Staffing Report (attached)
  - c. Approval of Connections Education Invoice(s) for June (attached)
  - d. Approval of LiveSpeech Invoice(s) (attached)
  - e. Approval of Math Time to Talk Invoice(s) (attached)
  - f. Approval of 2018-2019 Base Salaries and Incentive Percentage and Career Ladder Positions (attached)
  
- VI. Action Items
  - a. Approval of Board Designee to Work with School Leader on Revision(s) to the 2018-2019 School Year State Specific School Handbook: Attendance Policy (attached) – J. Swan
  
- VII. Information Items
  - a. State Relations Update – A. Jay
  - b. Charter Renewal Timeline Update – J. Swan/ A. Jay
    - i. EMO Evaluation Update – M. Arthur
  - c. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
    - i. School Operations Metrics (attached)
    - ii. Teacher Professional Development Products and Services for the 2018-2019 School Year (to follow)
  - d. Board Support Update – M. Arthur
  - e. Conflict of Interest Statements Reminder – M. Arthur
  - f. Fall Board Retreat Planning – Tentative Date: October 17<sup>th</sup> – M. Arthur
  - g. Board Training and Conference Attendance Planning for 2018-19 – M. Arthur
  
- VIII. EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to consult with attorney or other professional advisor regarding information or strategy in connection with litigation or with issues on which identifiable complaints are expected to be filed (to follow) – J. Swan/D. Taylor
  
- IX. Review and Consideration of Action(s) Necessary Based on Executive Session – D. Taylor
  
- X. Adjournment and Confirmation of Next Meeting – Wednesday, September 19, 2018 at 9:00 a.m.



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, August 15, 2018 at 9:00 a.m.

**Meeting Location:**

750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chair.

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact Jane Swan at (717) 704-8437.

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    - i. EMO Evaluation Update – M. Arthur
  - c. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
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    - ii. Teacher Professional Development Products and Services for the 2018-2019 School Year (to follow)
  - d. Board Support Update – M. Arthur
  - e. Conflict of Interest Statements Reminder – M. Arthur
  - f. Fall Board Retreat Planning – Tentative Date: October 17<sup>th</sup> – M. Arthur
  - g. Board Training and Conference Attendance Planning for 2018-19 – M. Arthur
  
- VIII. Adjournment and Confirmation of Next Meeting – Wednesday, September 19, 2018 at 9:00 a.m.



Reach Cyber Charter School  
MINUTES OF THE BOARD OF DIRECTORS ANNUAL MEETING  
Friday, June 29, 2018 at 9:00 a.m.

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

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

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

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

Board Members Absent: David Taylor and Paul Donecker;

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

**II. Public Comment**

There were no public comments made at this time.

**III. Routine Business**

a. Approval of Agenda

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

RESOLVED, that the Agenda for the June 29, 2018 Annual meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

#### IV. Oral Reports

a. Principal's Report

i. End of Year Activities Update

Ms. Swan provided the Board with an update on end of year activities for students and staff. She also reviewed enrollment growth from the start of the school year to the end, with some grade levels showing over 300% growth in enrollment. Board members had discussion with all participants regarding comparing growth rates for other virtual schools in the state, and across the country.

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. Ms. Blair further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting.

#### V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the May 16, 2018 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s) for May;
- d. Approval of LiveSpeech Invoice(s);
- e. Approval of Supplemental Educational Products and Services: LiveSpeech; and
- f. Approval of Board Meeting Schedule for the 2018-2019 School Year; are hereby approved.

The motion passed unanimously.

#### VI. Action Items

a. Approval of Amendment to Statement of Agreement (SOA) with POBL

Ms. Jay presented this item to the Board. She reviewed the background to the proposed amendment, removing the Special Education Administration Services (SEAS) contract from the school's current services received, and Statement of Agreement with POBL. Ms. Jay highlighted key points to the contract, including indemnification for services provided by POBL for which the school will now be responsible. She further advised that POBL will be providing transition services over the coming months, as the school takes over SEAS services. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the amendment to the Statement of Agreement (SOA) with POBL, as discussed, is hereby approved.

The motion passed unanimously.

b. Approval of Budget for the 2018-2019 School Year

Ms. Blair reviewed the proposed 2018-2019 school year budget outline and Budget Notes documents with the Board, also reminding them of the budget development process to date that included the school leader, Board Treasurer and/or other Designee(s) and POBL staff. Board members discussed the budget, including related staffing, outreach and other specific expenses for the school. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the proposed budget for the 2018-2019 school year and all assumptions provided therein, as presented, is hereby approved.

The motion passed unanimously.

c. Approval of Directors

Ms. Arthur advised the Board that two Board member terms were up for renewal at this meeting, Dave Biondo and Alex Schuh. Following previous confirmation that Mr. Biondo and Dr. Schuh wished to continue on the Board, discussion was held on the renewal of their terms. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of Dave Biondo to the Reach Cyber Charter School Board of Directors, as Class 1 Director, for a term of three (3) years to the 2021 Annual Meeting, as discussed, is hereby approved.

FURTHER RESOLVED, that the appointment of Alex Schuh to the Reach Cyber Charter School Board of Directors, as a Class 1 Director, for the term of three (3) years to the 2021 Annual Meeting, as discussed, is hereby approved.

The motion passed unanimously.

d. Approval of Officers for the 2018-2019 School Year

Ms. Arthur reviewed with the Board each Officer position as set out in the Board-adopted Bylaws, and advised the Board that all positions would be for a term until the Annual Meeting 2019. Nominations were opened for each position. Following the closure of nominations, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the appointment of:

David Taylor, Board President;  
Dave Biondo, Board Treasurer; and  
Joseph Harford, Board Secretary, as presented, are hereby approved.

The motion was approved unanimously.

## VII. 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. Charter Renewal Timeline Update

Ms. Swan and Ms. Jay provided the Board with an update on this item. Ms. Swan discussed staff preparations for the charter renewal process and documentation requested, and Ms. Jay reviewed the high level timeline for documentation to be prepared and reviewed by the school and Board. Ms. Arthur further advised of the anticipated timeline for the Board's EMO evaluation for the 2017-2018 school year, which is expected to be included in the renewal documentation in the fall.

### c. Partner School Leadership Team (PSLT) Update

Mr. Pasquinilli presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) School Leadership Team, briefly highlighting the school's successes through the school year.

### d. Results of the Parent Satisfaction Survey (PSS)

Ms. Swan reviewed the results of the Parent Satisfaction Survey, included in the Board materials, in detail with the Board. She noted that a third party independent vendor conducted the survey. A copy of the results of the survey was sent to the school Board's President directly from the third party vendor.

At the Board's request, she also provided the results compared with top performing Connections Academy schools' averages, and highlighted accomplishments of staff and students, and reflections on the overall results.

### e. National Charter Schools Conference Update

Ms. Hawkins Bush discussed her attendance at the NCSC in Austin, TX. She noted the value of the information that was presented at the conference and thanked POBL for coordinating the travel arrangements. Ms. Hawkins Bush also encouraged fellow Board members to take advantage of this opportunity in the future.

### f. Board Support Update

Ms. Arthur provided an update on Board support, advising of the final stages of organizational redesign within Pearson Online & Blended Learning (POBL), including the alignment of departments and processes to better serve the school and Board. She reminded the Board of discussion earlier in the year regarding changes of the brand name from Connections Education to POBL, and further noted that the same Board support representatives from Board Relations and PSLT are expected to remain the same for the 2018-2019 school year.



g. Fall Board Retreat Planning

Ms. Arthur noted discussion at previous Board meetings regarding the Board holding an all-day retreat on topics of interest, including strategic planning. She briefly discussed potential timing with the Board members present, and advised that she would continue working with the Board Chair and others involved to coordinate a date in the fall.

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

The Board entered into an Executive Session at 10:17 a.m. The Board cited the following for entering into the Executive Session: to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee, pursuant to 65 Pa. C.S. §§ 708(a)(1) . Board members entered into the Executive Session via a roll call vote. Board members present were: Joe Harford, Dave Biondo, Gail Hawkins-Bush and Alex Schuh. Guests present at the request of the Board were: Andrew Pasquinilli and Megann Arthur. All others left the meeting at this time.

Open Session resumed at 10:30 a.m. via a roll call vote. No action was taken during Executive Session.

**IX. Approval of School Leader Compensation for the 2018-2019 School Year**

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

RESOLVED, that the School Leader compensation for the 2018-2019 school year in the amount of \$123,000.00, with a 20% bonus potential, as discussed, is hereby approved.

The motion was approved unanimously.

**X. Adjournment and Confirmation of Next Meeting – Wednesday, August 15, 2018 at 9:00 a.m.**

Mr. Harford inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting date is Wednesday, August 15, 2018 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 10:31 a.m.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
n/a				

Departing Employees

Name	Area	Last Day Worked	Reason
Behnke, Ann E.	School Nurse	07/24/2018	Relocated

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Berger, Heather L.	Teacher - Special Edu	Asst Principal I	75,000	0.10	07/01/2018
Parker, Rachel R.	Mgr of Counseling Svcs	Dir of Counseling	75,000	0.10	07/01/2018
Perez, Sheila E.	Teacher - Special Edu	Asst Dir of Special Educ	80,000	0.10	07/01/2018
Ritchie, LeeAnn B.	Asst Principal II	Lead Principal	90,000	0.12	07/01/2018
Swan, Jane M.	School Leader	School Leader	123,000	0.15	07/01/2018
Swope, Alicia D.	Teacher - Elementary	Asst Principal I	75,000	0.10	07/01/2018
Testa, Bradley C.	Asst Principal I	Principal I	81,200	0.12	07/01/2018

Invoice	148024
Date	8/9/2018
Page	1

# Connections Education LLC

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

## Invoice

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

### Electronic Payment Remittance:

[REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]

Please include invoice number(s)  
 in transmission

Purchase Order No.	Customer ID	Payment Terms
2228460	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	June Service	\$122,285.31	\$122,285.31
1.00	ENROLLMENT BASED	June Service	\$2,345,010.23	\$2,345,010.23
1.00	OTHER CA CREDIT	June Service	(\$26,585.78)	(\$26,585.78)

Discount	\$0.00
Total	\$2,440,709.76

Please note invoice number 148024 on remittance. Thank you.

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

Invoice	148025
Date	8/9/2018
Page	1

**Connections Education LLC**

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

**Invoice**

Electronic Payment Remittance:

[REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]

Please include invoice number(s)  
 in transmission

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	June Service	\$451,080.09	\$451,080.09
1.00	OTHER CA CHARGE	June Service	\$190,430.43	\$190,430.43
1.00	WITHHOLDINGS	June Service	\$38,725.68	\$38,725.68

Discount	\$0.00
Total	\$680,236.20

Please note invoice number 148025 on remittance. Thank you.

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



Charges for the Following Period:

June 2018

**Compensation Expenses**

Benefits - Administration	21,414.62
Benefits - Instructional	100,870.69
	<u>122,285.31</u>

**Enrollment/Unit Based Charges**

Student Technology Assistance Services	514,034.67
Student Technology Assistance Services	93,933.00
Student Connexus License	104,370.00
Curriculum and Instructional Support Services	546,161.83
Curriculum and Instructional Support Services	193,830.00
Enrollment/Placement/Student Support Services	674,670.50
Enrollment/Placement/Student Support Services 1	44,730.00
School Operations Support Services	96,915.00
Direct Course Instruction Support	(818.55)
Professional Development Services	1,000.00
School Staff Support Services	3,800.00
School Business Support Services 1	23,856.00
Special Ed Administration Services	45,750.00
Facilities Support Services	2,777.78
	<u>2,345,010.23</u>

**ISP Payment Reimbursement** 190,430.43

**Pass Through Expenses** 451,080.09

**Withholdings** 38,725.68

**Credit for Non-Billable Earnings Paid By the Schools** (26,585.78)

**Total Amount Due** \$ 3,120,945.96



Invoice	147653
Date	7/20/2018
Page	1

# Connections Education LLC

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

## Invoice

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

**Electronic Payment Remittance:**

[REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]

**Please include invoice number(s)  
 in transmission**

Purchase Order No.	Customer ID	Payment Terms		
	0001124	NET30		
QTY	Item	Description	Unit Price	Ext. Price
1.00	REACH LIVESPEECH	Assessment - Initial Assessment	\$350.00	\$350.00
2.00	REACH LIVESPEECH	Assessment - Screening	\$75.00	\$150.00
2.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 30 minutes	\$37.35	\$74.70
1.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 60 minutes	\$74.70	\$74.70
2.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 15 Minutes	\$18.68	\$37.36
22.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 30 Minutes	\$37.35	\$821.70
4.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 60 Minutes	\$74.70	\$298.80
1.00	REACH LIVESPEECH	Consult - 30 minutes	\$37.35	\$37.35
6.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 30 minutes	\$30.15	\$180.90
3.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 Minutes	\$30.15	\$90.45
2.00	REACH LIVESPEECH	IEP Conference - 15 Minutes	\$18.68	\$37.36
3.00	REACH LIVESPEECH	IEP Conference - 30 minutes	\$37.35	\$112.05
3.00	REACH LIVESPEECH	IEP Conference - 45 minutes	\$56.03	\$168.09
2.00	REACH LIVESPEECH	IEP Conference - 60 minutes	\$74.70	\$149.40
1.00	REACH LIVESPEECH	Individual Therapy - 15 minutes	\$18.68	\$18.68
19.00	REACH LIVESPEECH	Individual Therapy - 30 minutes	\$37.35	\$709.65
1.00	REACH LIVESPEECH	Individual Therapy - 45 minutes	\$56.03	\$56.03
1.00	REACH LIVESPEECH	Initial Meeting - Initial Conference	\$60.00	\$60.00
14.00	REACH LIVESPEECH	Progress Notes - LiveSpeech & Secondary System	\$37.50	\$525.00

*Please note invoice numer 147653 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$3,952.22</b>

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

Invoice	147431
Date	6/25/2018
Page	1

# Connections Education LLC

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

## Invoice

**Electronic Payment Remittance:**

[REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]

**Please include invoice number(s)  
 in transmission**

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

Purchase Order No.	Customer ID	Payment Terms
2262074	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
126.00	ENROLLMENTS	Tutoring Service - Math Time to Talk (March - May)	\$27.50	\$3,465.00

Discount	\$0.00
<b>Total</b>	<b>\$3,465.00</b>

*Please note invoice numer 147431 on remittance. Thank you.*

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



EE ID	Employee Name	Job Title	Career Ladder	18-19 Base	18-19 CL Stipend	18-19 Base Plus CL	18-19 Potential Bonus	18-19 TPC
7497	Aberts, Sandra A.	Teacher - Special Edu		\$48,057.50	\$0.00	\$48,057.50	\$2,402.88	\$50,460.38
7611	Ague, Kevin R.	Teacher - Secondary	Coordinator Teacher	\$46,182.50	\$1,847.30	\$48,029.80	\$2,401.49	\$50,431.29
7381	Ake, Tonya M.	Teacher - Elementary		\$43,260.00	\$0.00	\$43,260.00	\$2,163.00	\$45,423.00
7577	Anderson, Kaelin K.	Teacher - Secondary		\$42,630.00	\$0.00	\$42,630.00	\$2,131.50	\$44,761.50
7309	Baker, Jessica J.	Teacher - Elementary	Coordinator Teacher	\$39,140.00	\$1,565.60	\$40,705.60	\$2,035.28	\$42,740.88
7316	Bannister, Judith F.	Reading Specialist		\$46,350.00	\$0.00	\$46,350.00	\$2,317.50	\$48,667.50
7246	Barna, Jacquelyn F.	Teacher - Secondary	Lead Teacher	\$44,290.00	\$3,986.10	\$48,276.10	\$2,413.81	\$50,689.91
6848	Bechtel, Margaret J.	Teacher - Elementary	Coordinator Teacher	\$45,650.00	\$1,826.00	\$47,476.00	\$2,373.80	\$49,849.80
7456	Behnke, Ann E.	School Nurse		\$51,636.25	\$0.00	\$51,636.25	\$2,581.81	\$54,218.06
6561	Bender, Emily E.	Teacher - Elementary	Lead Teacher	\$39,590.63	\$3,563.16	\$43,153.78	\$2,157.69	\$45,311.47
6799	Berger, Heather L.	Elementary Assistant Principal		\$51,762.50	\$0.00	\$75,000.00	\$7,500.00	\$82,500.00
7239	Berman, Jennifer L.	Teacher - Secondary	Lead Teacher	\$46,350.00	\$4,171.50	\$50,521.50	\$2,526.08	\$53,047.58
7730	Blockberger, Michelle	Teacher - Special Edu	Coordinator Teacher	\$46,182.50	\$1,847.30	\$48,029.80	\$2,401.49	\$50,431.29
	Bogdan, Mark	Teacher - Secondary		\$41,500.00	\$0.00	\$41,500.00	\$1,660.00	\$43,160.00
	Borda, Cassie	Teacher - Special Ed		\$46,500.00	\$0.00	\$46,500.00	\$1,860.00	\$48,360.00
6468	Bost, Stephanie A.	Teacher - Secondary	Lead Teacher	\$51,912.00	\$4,672.08	\$56,584.08	\$4,526.73	\$61,110.81
7898	Bouldin, Jolie	Teacher - Secondary		\$41,000.00	\$0.00	\$41,000.00	\$1,640.00	\$42,640.00
	Breece, Katrice	School Administrative Assistant I		\$30,160.00	\$0.00	\$30,160.00	\$1,206.40	\$31,366.40
7803	Brudowsky, Amanda	Teacher - Secondary		\$44,000.00	\$0.00	\$44,000.00	\$1,760.00	\$45,760.00
7556	Byers, Megan E.	Teacher - Special Edu		\$48,057.50	\$0.00	\$48,057.50	\$2,402.88	\$50,460.38
7240	Cabrera, Paula A.	Teacher - Secondary		\$47,380.00	\$0.00	\$47,380.00	\$2,369.00	\$49,749.00
7742	Carr, Sarah M.	Special Education Lead	Lead Teacher	\$45,675.00	\$4,110.75	\$49,785.75	\$2,489.29	\$52,275.04
6470	Carroll, Erica W.	Teacher - Secondary	Lead Teacher	\$54,075.00	\$4,866.75	\$58,941.75	\$5,894.18	\$64,835.93
	Carulli, Kaycee	Teacher - Special Ed		\$41,000.00	\$0.00	\$41,000.00	\$1,640.00	\$42,640.00
	Cass, Melissa	Teacher - Special Ed		\$45,500.00	\$0.00	\$45,500.00	\$2,275.00	\$47,775.00
7616	Chicchi, Kimberly	Teacher - Secondary		\$49,227.50	\$0.00	\$49,227.50	\$2,461.38	\$51,688.88
7376	Coates Jr., John A.	Teacher - Secondary		\$46,865.00	\$0.00	\$46,865.00	\$2,343.25	\$49,208.25
	Cole, Jennifer	Teacher - Secondary		\$46,500.00	\$0.00	\$46,500.00	\$1,860.00	\$48,360.00
7270	Cole, Michael V.	Teacher - Secondary		\$44,290.00	\$0.00	\$44,290.00	\$2,214.50	\$46,504.50
7781	Cruz, Marisol	School Counselor		\$43,000.00	\$0.00	\$43,000.00	\$2,150.00	\$45,150.00
6471	Deiningner, Stephanie T.	Teacher - Secondary		\$45,950.88	\$0.00	\$45,950.88	\$2,297.54	\$48,248.42
7506	Derr, Cody L.	Teacher - Secondary		\$39,877.50	\$0.00	\$39,877.50	\$1,993.88	\$41,871.38
7248	Desmond, Sarajane	Teacher - Secondary		\$43,775.00	\$0.00	\$43,775.00	\$2,188.75	\$45,963.75
	Diegel, Cristen	Teacher - Special Ed		\$45,500.00	\$0.00	\$45,500.00	\$1,820.00	\$47,320.00
7236	Ehrman, Audrey L.	School Counselor		\$40,685.00	\$0.00	\$40,685.00	\$2,034.25	\$42,719.25
7253	Eichelberger, Milvana	Reading Specialist		\$41,715.00	\$0.00	\$41,715.00	\$2,085.75	\$43,800.75
7746	Finnegan, Jessica A.	School Nurse		\$41,615.00	\$0.00	\$41,615.00	\$2,080.75	\$43,695.75
7245	Ford, Whitney E.	Special Education Lead	Lead Teacher	\$46,350.00	\$4,171.50	\$50,521.50	\$2,526.08	\$53,047.58
7537	Fratzola, Amanda	Teacher - Elementary		\$41,922.50	\$0.00	\$41,922.50	\$2,096.13	\$44,018.63
6822	Frederickson, Melissa L.	Teacher - Secondary		\$41,200.00	\$0.00	\$41,200.00	\$2,060.00	\$43,260.00
	Fritzges, Jessica	Teacher - Secondary		\$44,000.00	\$0.00	\$44,000.00	\$1,760.00	\$45,760.00
7525	Gamoneda, Denise E.	Teacher - Elementary		\$47,035.00	\$0.00	\$47,035.00	\$2,351.75	\$49,386.75
7244	Garber, Tiffany	Teacher - Secondary		\$43,775.00	\$0.00	\$43,775.00	\$2,188.75	\$45,963.75
7650	Gaughan, Amanda	Teacher - Elementary		\$39,585.00	\$0.00	\$39,585.00	\$1,979.25	\$41,564.25

Gerity, Jaissa	Teacher- Special Ed		\$48,500.00	\$0.00	\$48,500.00	\$1,940.00	\$50,440.00
6630 Glasser, Sheryl A.	Teacher - Special Edu	Lead Teacher	\$43,285.75	\$0.00	\$43,285.75	\$2,164.29	\$45,450.04
Gornic, Amanda	Reading Specialist		\$46,500.00	\$0.00	\$46,500.00	\$1,860.00	\$48,360.00
7938 Graw, Sarah	Teacher- Special Ed		\$42,000.00	\$0.00	\$42,000.00	\$1,680.00	\$43,680.00
7272 Gribbin, Andrew	Teacher - Secondary	Lead Teacher	\$47,895.00	\$4,310.55	\$52,205.55	\$2,610.28	\$54,815.83
6472 Haverl, Elisabeth A.	School Admin Asst I		\$31,120.84	\$0.00	\$31,120.84	\$1,556.04	\$32,676.88
6473 Hinshaw, Michael V.	Interim Director of Family Services		\$73,542.00	\$0.00	\$75,000.00	\$7,500.00	\$82,500.00
6496 Hitz, Cynthia E.	Teacher - Elementary	Coordinator Teacher	\$45,209.06	\$1,808.36	\$47,017.43	\$2,350.87	\$49,368.30
7407 Horn, Connie F.	Teacher - Secondary		\$46,350.00	\$0.00	\$46,350.00	\$2,317.50	\$48,667.50
7259 Juka, Jill A.	Teacher - Secondary		\$43,775.00	\$0.00	\$43,775.00	\$2,188.75	\$45,963.75
6474 Kasales, Camilla J.	Teacher - Secondary		\$56,778.75	\$0.00	\$56,778.75	\$2,838.94	\$59,617.69
7696 Kauffman, Holly S.	School Admin Asst II		\$35,891.78	\$0.00	\$35,891.78	\$1,794.59	\$37,686.37
6840 Keeports, Clara M.	Mgr of School Office		\$49,440.00	\$0.00	\$49,440.00	\$4,944.00	\$54,384.00
6926 Keim, Amber L.	Teacher - Secondary		\$45,835.00	\$0.00	\$45,835.00	\$2,291.75	\$48,126.75
6852 Kennedy, Christine	Teacher - Secondary		\$49,955.00	\$0.00	\$49,955.00	\$2,497.75	\$52,452.75
6475 Kessel, Erin O.	Teacher - Elementary	Lead Teacher	\$48,667.50	\$4,380.08	\$53,047.58	\$2,652.38	\$55,699.95
7543 Kinney, Hillary S.	School Admin Asst I		\$30,839.79	\$0.00	\$30,839.79	\$1,233.59	\$32,073.38
7960 Klein DeMarco, Jennifer	Teacher- Secondary		\$48,500.00	\$0.00	\$48,500.00	\$1,940.00	\$50,440.00
7310 Knorr, Sheree-Lee S.	Teacher - Special Edu		\$52,015.00	\$0.00	\$52,015.00	\$2,600.75	\$54,615.75
7615 Lamison, Corynne L.	EL Specialist		\$46,690.00	\$0.00	\$46,690.00	\$2,334.50	\$49,024.50
Lane, Stephanie	Teacher- Elementary		\$46,500.00	\$0.00	\$46,500.00	\$1,860.00	\$48,360.00
7255 Lavelle, Rachel M.	Coord of Counseling Svcs		\$54,590.00	\$0.00	\$54,590.00	\$5,459.00	\$60,049.00
6476 Lavin, Angela C.	Teacher - Elementary	Lead Teacher	\$49,749.00	\$4,477.41	\$54,226.41	\$2,711.32	\$56,937.73
7285 LeCause, Nicole L.	Teacher - Special Edu		\$51,500.00	\$0.00	\$51,500.00	\$2,575.00	\$54,075.00
6477 Leibig, Danielle M.	Teacher - Elementary	Coordinator Teacher	\$43,575.00	\$1,743.00	\$45,318.00	\$2,265.90	\$47,583.90
7900 Lisica, Rachael	School Counselor		\$42,500.00	\$0.00	\$42,500.00	\$1,700.00	\$44,200.00
7579 Lowery, Jenine J.	School Counselor		\$47,197.50	\$0.00	\$47,197.50	\$2,359.88	\$49,557.38
7665 Marteney, Tina A.	Teacher - Secondary		\$44,152.50	\$0.00	\$44,152.50	\$2,207.63	\$46,360.13
7939 Martin, Jessica M	Teacher- Secondary		\$41,000.00	\$0.00	\$41,000.00	\$1,640.00	\$42,640.00
6495 McConnell, Kelley J.	Teacher - Secondary	Master Teacher	\$51,294.00	\$7,694.10	\$58,988.10	\$2,949.41	\$61,937.51
7659 McCray, June E.	504 Coordinator		\$47,500.00	\$0.00	\$52,000.00	\$2,600.00	\$54,600.00
McCurdy, Gregory	Director Special Education		\$95,000.00	\$0.00	\$95,000.00	\$11,400.00	\$106,400.00
7685 McGee, Joseph A.	Teacher - Secondary		\$42,630.00	\$0.00	\$42,630.00	\$2,131.50	\$44,761.50
6797 McMurray III, John R.	Mgr of STEM Education		\$72,100.00	\$0.00	\$75,000.00	\$7,500.00	\$82,500.00
7545 Melendez, Enid Z.	School Admin Asst I		\$30,839.79	\$0.00	\$30,839.79	\$1,233.59	\$32,073.38
7940 Melton, Chloe	Teacher- Elementary		\$39,000.00	\$0.00	\$39,000.00	\$1,560.00	\$40,560.00
Mentzer, Adam	Social Worker		\$48,500.00	\$0.00	\$48,500.00	\$1,940.00	\$50,440.00
6478 Miedel, Jamie L.	Teacher - Elementary	Master Teacher	\$50,830.50	\$7,624.58	\$58,455.08	\$5,845.51	\$64,300.58
7956 Miller, Kayla	Teacher- Special Ed		\$42,000.00	\$0.00	\$42,000.00	\$1,680.00	\$43,680.00
7904 Minnick, Sarah	Teacher- Secondary		\$44,000.00	\$0.00	\$44,000.00	\$1,760.00	\$45,760.00
7906 Moyer, Travis	Teacher- Secondary		\$41,000.00	\$0.00	\$41,000.00	\$1,640.00	\$42,640.00
7944 Naro, Stephanie	School Counselor		\$41,000.00	\$0.00	\$41,000.00	\$1,640.00	\$42,640.00
6845 Nayduch, Natasha L.	School Counselor		\$46,865.00	\$0.00	\$46,865.00	\$2,343.25	\$49,208.25
7303 Neary, Kaitlyn	Teacher - Special Edu		\$42,230.00	\$0.00	\$42,230.00	\$2,111.50	\$44,341.50
7448 Palm, Kimberly A.	Teacher - Secondary		\$49,591.25	\$0.00	\$49,591.25	\$2,479.56	\$52,070.81

6479 Parker, Rachel R.	Director of Counseling Services		\$68,250.00	\$0.00	\$75,000.00	\$7,500.00	\$82,500.00
7546 Perez, Ana K.	School Admin Asst I		\$30,839.79	\$0.00	\$30,839.79	\$1,233.59	\$32,073.38
6480 Perez, Sheila E.	Assistant Director of Special Education	Master Teacher	\$54,468.75	\$0.00	\$80,000.00	\$8,000.00	\$88,000.00
6742 Perri, Emily S.	Math Specialist		\$47,508.75	\$0.00	\$47,508.75	\$2,375.44	\$49,884.19
7682 Petta, Stephanie A.	Teacher - Secondary		\$46,182.50	\$0.00	\$46,182.50	\$2,309.13	\$48,491.63
7243 Piaskowski, Jenna L.	Teacher - Secondary		\$42,230.00	\$0.00	\$42,230.00	\$2,111.50	\$44,341.50
7759 Pierce, James	Teacher- Elementary		\$43,500.00	\$0.00	\$43,500.00	\$1,740.00	\$45,240.00
6481 Pizzani, Jennifer L.	Teacher - Elementary	Master Teacher	\$51,912.00	\$7,786.80	\$59,698.80	\$5,969.88	\$65,668.68
7663 Polonsky, Kimberly A.	Social Worker		\$55,825.00	\$0.00	\$55,825.00	\$2,233.00	\$58,058.00
7634 Poor, Cassandra	Teacher - Elementary		\$45,675.00	\$0.00	\$45,675.00	\$2,283.75	\$47,958.75
7544 Popovski, Laura M.	School Counselor	Coordinator Teacher	\$46,523.75	\$1,860.95	\$48,384.70	\$2,419.24	\$50,803.94
Pronio, Mary Kay	Gifted Education Specialist		\$48,500.00	\$0.00	\$48,500.00	\$1,940.00	\$50,440.00
6482 Pulizzi, Christine	Teacher - Secondary	Lead Teacher	\$52,896.94	\$4,760.72	\$57,657.66	\$5,765.77	\$63,423.43
6483 Purnell, Christina K.	Teacher - Elementary	Coordinator Teacher	\$53,431.25	\$2,137.25	\$55,568.50	\$2,778.43	\$58,346.93
Purnell, Daniel	School Counselor		\$49,500.00	\$0.00	\$49,500.00	\$1,980.00	\$51,480.00
7027 Rafferty, Elizabeth A.	Teacher - Elementary		\$45,835.00	\$0.00	\$45,835.00	\$2,291.75	\$48,126.75
7269 Reider, Steve	Teacher - Secondary		\$43,260.00	\$0.00	\$43,260.00	\$2,163.00	\$45,423.00
6484 Remaley, Catherine J.	Teacher - Special Edu		\$45,423.00	\$0.00	\$45,423.00	\$2,271.15	\$47,694.15
7705 Repka, Royce P.	Teacher - Secondary		\$48,212.50	\$0.00	\$48,212.50	\$2,410.63	\$50,623.13
7271 Rhodes, Lindsey J.	Teacher - Secondary	Lead Teacher	\$42,230.00	\$3,800.70	\$46,030.70	\$2,301.54	\$48,332.24
6541 Ritchie, LeeAnn B.	Lead Principal		\$76,875.00	\$0.00	\$90,000.00	\$10,800.00	\$100,800.00
7447 Roman, Stacey L.	School Counselor	Coordinator Teacher	\$49,591.25	\$0.00	\$49,591.25	\$2,479.56	\$52,070.81
7531 Romanchick Jr., Thomas J.	Teacher - Secondary		\$39,877.50	\$0.00	\$39,877.50	\$1,993.88	\$41,871.38
Saslo-Oneal, Heather	Teacher- Secondary		\$43,500.00	\$0.00	\$43,500.00	\$1,740.00	\$45,240.00
7258 Sayers, Jennifer L.	Teacher - Secondary		\$46,350.00	\$0.00	\$46,350.00	\$2,317.50	\$48,667.50
7238 Schaeffer, Deborah J.	Teacher - Special Edu	Coordinator Teacher	\$50,985.00	\$0.00	\$50,985.00	\$2,549.25	\$53,534.25
6485 Scheib, Eric J.	State Testing Coordinator	Master Teacher	\$51,500.00	\$0.00	\$60,000.00	\$3,000.00	\$63,000.00
7485 Schlosbon, Sarah M.	Teacher - Secondary		\$41,411.25	\$0.00	\$41,411.25	\$2,070.56	\$43,481.81
7461 Schuster, Andrea A.	Teacher - Secondary		\$44,990.00	\$0.00	\$44,990.00	\$2,249.50	\$47,239.50
7697 Schwarz, Julie J.	Teacher - Secondary		\$41,615.00	\$0.00	\$41,615.00	\$2,080.75	\$43,695.75
6486 Shaffer, Kari R.	Teacher - Elementary	Coordinator Teacher	\$41,676.38	\$1,667.06	\$43,343.43	\$2,167.17	\$45,510.60
6487 Shields, Rebecca A.	Teacher - Secondary		\$49,208.25	\$0.00	\$49,208.25	\$3,936.66	\$53,144.91
6523 Smith, Cody J.	Teacher - Secondary	Master Teacher	\$48,088.13	\$7,213.22	\$55,301.34	\$2,765.07	\$58,066.41
6560 Smith, Grace E.	Professional Development Lead	Lead Teacher	\$48,564.50	\$4,370.81	\$52,935.31	\$2,646.77	\$55,582.07
7791 Smith, Kelly	Teacher- Secondary		\$46,000.00	\$0.00	\$46,000.00	\$2,300.00	\$48,300.00
7568 Snead, Toshia K.	Teacher - Special Edu		\$51,656.70	\$0.00	\$51,656.70	\$2,582.84	\$54,239.54
7287 Snover, Eileen	Teacher - Secondary	Lead Teacher	\$48,410.00	\$4,356.90	\$52,766.90	\$2,638.35	\$55,405.25
6846 Spofford, Amanda K.	Attendance Coordinator		\$51,875.00	\$0.00	\$51,875.00	\$2,593.75	\$54,468.75
7344 Spofford, Kristin N.	School Admin Asst I		\$31,065.99	\$0.00	\$31,065.99	\$1,242.64	\$32,308.63
Spofford, Rick	School Counselor		\$43,000.00	\$0.00	\$43,000.00	\$1,720.00	\$44,720.00
6488 Stanalonis, Melissa S.	Teacher - Secondary		\$52,452.75	\$0.00	\$52,452.75	\$2,622.64	\$55,075.39
7503 Starr, Julia	Teacher - Special Edu		\$51,636.25	\$0.00	\$51,636.25	\$2,581.81	\$54,218.06
7724 Stevens, Abigail F.	School Admin Asst I		\$30,613.58	\$0.00	\$30,613.58	\$1,224.54	\$31,838.12
7695 Stewart, Diane E.	Teacher - Secondary		\$50,242.50	\$0.00	\$50,242.50	\$2,512.13	\$52,754.63
6734 Stroup, Lauren	Teacher - Special Edu		\$43,285.75	\$0.00	\$43,285.75	\$2,164.29	\$45,450.04

6489 Stuccio, Scott J.	Marketing Coordinator		\$56,637.13	\$0.00	\$56,637.13	\$2,831.86	\$59,468.98
6490 Swan, Jane	School Leader		\$123,000.00	\$0.00	\$123,000.00	\$18,450.00	\$141,450.00
7273 Sweigart, Raelee L.	Teacher - Secondary	Coordinator Teacher	\$43,456.25	\$1,738.25	\$45,194.50	\$2,259.73	\$47,454.23
7771 Swidorski, Sara	Teacher- Secondary		\$45,000.00	\$0.00	\$45,000.00	\$2,250.00	\$47,250.00
7340 Swope, Alicia D.	High School Assistant Principal	Coordinator Teacher	\$45,500.00	\$3,000.00	\$78,000.00	\$7,800.00	\$85,800.00
6969 Talipan, Toni M.	Teacher - Elementary		\$43,775.00	\$0.00	\$43,775.00	\$2,188.75	\$45,963.75
7698 Testa, Bradley C.	HS Principal		\$81,200.00	\$0.00	\$81,200.00	\$9,744.00	\$90,944.00
Thiel, Kathleen	Teacher- Secondary		\$49,500.00	\$0.00	\$49,500.00	\$1,980.00	\$51,480.00
7286 Thompson, Kimberly R.	Reading Specialist	Coordinator Teacher	\$50,470.00	\$0.00	\$50,470.00	\$2,523.50	\$52,993.50
6492 Titzel, Christine N.	School Admin Asst I		\$31,495.77	\$0.00	\$31,495.77	\$1,574.79	\$33,070.56
6494 Tomassone, David A.	Teacher - Secondary		\$41,676.38	\$0.00	\$41,676.38	\$2,083.82	\$43,760.19
7234 Uniacke, Brian C.	Teacher - Secondary	Lead Teacher	\$40,170.00	\$3,615.30	\$43,785.30	\$2,189.27	\$45,974.57
Vargas, Beth	Teacher- Elementary		\$44,500.00	\$0.00	\$44,500.00	\$1,780.00	\$46,280.00
7639 Vernouski, Jessica A.	Teacher - Elementary	Coordinator Teacher	\$40,600.00	\$1,624.00	\$42,224.00	\$2,111.20	\$44,335.20
7767 Villafane, Tiayra	School Administrative Assistant I		\$30,409.60	\$0.00	\$30,409.60	\$1,216.39	\$31,625.99
6987 Vitorio, Lauren M.	Teacher-Elementary		\$42,230.00	\$0.00	\$42,230.00	\$2,111.50	\$44,341.50
7565 Vukmanic, Jill A.	Teacher - Elementary		\$43,967.50	\$0.00	\$43,967.50	\$2,198.38	\$46,165.88
6925 Wagner, Nancy E.	Asst Principal I		\$70,040.00	\$0.00	\$75,000.00	\$7,500.00	\$82,500.00
7322 Webb, Judith E.	School Admin Asst II		\$36,422.20	\$0.00	\$36,422.20	\$1,456.89	\$37,879.09
Webber, Jennifer	Teacher- Secondary		\$45,000.00	\$0.00	\$45,000.00	\$1,800.00	\$46,800.00
7026 Weirich, Stephanie E.	Teacher - Secondary	Coordinator Teacher	\$47,895.00	\$0.00	\$47,895.00	\$2,394.75	\$50,289.75
7800 Wentzel, Nicole	Teacher- Special Ed		\$45,000.00	\$0.00	\$45,000.00	\$2,250.00	\$47,250.00
6493 Wiedman, Erik A.	School Counselor	Coordinator Teacher	\$51,371.25	\$0.00	\$51,371.25	\$2,568.56	\$53,939.81
7233 Williams, Anita	Teacher - Elementary		\$41,200.00	\$0.00	\$41,200.00	\$2,060.00	\$43,260.00
7423 Yeselavage, Karen J.	School Business Mgr		\$61,800.00	\$0.00	\$70,000.00	\$7,000.00	\$77,000.00
7566 Ziegler, Brook	Teacher - Secondary	Coordinator Teacher	\$41,922.50	\$1,676.90	\$43,599.40	\$2,179.97	\$45,779.37
7533 Ziegler, Gregory L.	Teacher - Secondary		\$40,900.00	\$0.00	\$40,900.00	\$2,045.00	\$42,945.00
7366 Zimmer, Ashley N.	Teacher - Elementary		\$42,230.00	\$0.00	\$42,230.00	\$2,111.50	\$44,341.50



# Attendance Policy Updates

## 2018-2019 School Year

**Purpose:** To improve student performance and accountability.

**Who:** All students.

**What:** All students may be considered absent if they do not attend assigned intensive Instruction.

# 4<sup>TH</sup> QUARTER OPERATIONS METRICS

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Connections Academy (CA) works with the leadership, teachers, and other school staff members of the schools it supports to continually improve student achievement. The Partner School Leadership Team (PSLT) focuses its work with schools on School Improvement Plans (SIPs), Focus Goals and Professional Learning Communities (PLCs) through which teachers and staff collaborate and address the daily challenges of meeting these goals.

Common operational threads in these school-based efforts are monitored across all schools and are used as a focus to support operations and improve student achievement. The priorities monitored vary by time of year, and align to the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for professional practice provided to all teachers and school leaders. What is reported here is as follows:

- **Personalize & Monitor Student Learning:** Second semester core course passing rates, Rtl tier status, formative assessment “post-test” completion, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** On time and completed Welcome Calls, Curriculum Based Assessment (CBA) completion, student and Learning Coach contacts, escalation status, completed end of year contacts, and “final” during school year withdrawals.
- **Develop & Collaborate Professionally:** PLC end-of-year SMART Goal attainment and teachers completing Connections-offered professional learning sessions.
- **School Operations:** Open teaching positions filled, teacher retention, and students indicating they would return for the 18/19 school year.

The data behind these metrics was pulled from Connexus and the other operational systems that support the schools on June 30, 2018. Much of this data changes constantly. Please view these metrics as snapshots of on-going work rather than definitive official “reports.”

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



## Personalize & Monitor Student Learning

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 2017	85%	72%	80%	79%	64%	72%
Medium Avg.	89%	78%	78%	88%	75%	70%
Group 3 Avg.	89%	80%	81%	88%	76%	76%
Connections Avg.	90%	80%	80%	89%	78%	76%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 2017	85%	68%	80%	83%	72%	81%
Medium Avg.	89%	79%	80%	88%	79%	81%
Group 3 Avg.	91%	81%	85%	89%	81%	85%
Connections Avg.	91%	82%	85%	89%	82%	85%

- Percentage of 2<sup>nd</sup> semester “final” core courses on track for successful completion** – This shows the percentage of 2nd semester core courses marked as successfully completed (those with a passing score). The “final” grades reported for the second semester reflect increases over the “in progress” course completion rates reported in quarter three across all course/grade band combinations with significant increases seen in 9-12 ELA and Math courses (12% and 16% respectively).

	HS On Track	Post Test Completion	Compliant IEP Review	Tier I	Tier II	Tier III
Reach 2017	66%	57%	98%	79%	8%	0%
Medium Avg.	63%	60%	99%	88%	3%	0%
Group 3 Avg.	69%	60%	98%	85%	6%	1%
Connections Avg.	69%	59%	99%	89%	3%	0%

- Percentage of High School students “On Track”**– This estimates the percentage of high school students currently enrolled who are on track for graduation at the close of the 2017-2018 school year, based on complete credits. This number does remain lower than we prefer and represents an increase since the quarter two report (1%); due to continuous enrollment in many of our schools, we recognize an increase in the number of mid-year enrollments who join our schools are already credit deficient. Schools continue to work diligently to identify areas of need for these late enrolling students and support their efforts to recover credit and re-join their cohort. It is important to note that this is NOT the same as the 4 year adjusted cohort graduation rate.
- Percentage of students assigned a “formative” Post-Test who completed it** – This metric emphasizes the importance of getting test results for students so that schools can identify who is in need of academic interventions. Across all Connections supported schools the average

participation rate for the Reading and Math assessments is 59% which represents a decrease from the pre-test participation reported earlier this year (72%).

- **Percentage of special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and will continue to be reported quarterly due to the variation in review dates of incoming and existing IEPs.
- **Percentage of students identified for Response to Intervention (Rtl) tiers** – Rtl is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the Rtl framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions; Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math. While the data across all CA schools shows that we do not tend to fall within the framework recommendations, we do recognize that Rtl continues to be a process that varies widely by state and was developed for a brick and mortar setting. Connections departments dedicated to the Rtl process continue to work with school leaders, teachers and Rtl support representatives to make modifications.

### Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	End of Year Contact	CBA "Met" K-8	CBA "Met" 9-12	DSY WD
Reach 2017	91%	99%	80%	96%	83%	78%	77%	25%
Medium Avg.	93%	100%	87%	88%	92%	82%	78%	27%
Group 3 Avg.	94%	99%	92%	81%	92%	86%	73%	24%
Connections Avg.	94%	100%	89%	85%	92%	85%	77%	27%

- **Percentage of students receiving a “Welcome Call” on time, and percentage of all completed Welcome Calls** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with student retention and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. We continue to focus on successful Welcome Call completion throughout the year as many Connections schools do continuously enroll, even up through the last week of the school year. Schools that do not have open enrollment may see fluctuations in their reported rate due to student withdrawals. On time completion and total completions across all schools improved by 1% in each area from the quarter three report.
- **Student & Learning Coach Contacts Met** – Although contacts happen in other ways (webmail, LiveLesson, etc.), Connections recommends a phone (or individual synchronous) contact between





teachers and students every 14 days. Additionally, an expectation of at least three annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the percentage of students with an individual synchronous contact within the last 14 days and at least 3 phone contacts with the Learning Coach during this school year. Both student and Learning Coach contact rates improved during the last quarter of the year (3% and 8% increases), in part due to the End of Year contact requirement.

- **Completed End of Year Contact** – As part of the continuous monitoring and communication process at each school, teachers are asked to complete an End of Year call with all students prior to the last day of school. During this call, teachers discuss recommended placement, suggest ways to prevent summer learning loss, and attempt to help families finalize their plans for returning the next school year.
- **Percentage of students with CBAs Met** – Connections-supported schools ensure student learning is authentic partly through a minimum number of “curriculum-based assessments” (CBAs) – usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metrics is the percentage of students at the school meeting this criteria by the end of the school year. Consistent with quarter three data, CBA completion continues to be a challenge during the last few months of the school year due to various factors including state testing windows where both students and teachers are out of the office. Schools are encouraged to continue to attempt contact for completion until the last day of the school year.
- **Final 17-18 “During School Year” Withdrawal Rate** – The percentage of students enrolled during the 17-18 school year who completed at least 20 lessons, but withdrew before the end of the school year. These withdrawal rates are typically higher than those of traditional brick and mortar schools, and differences between Connections-supported schools can be a result of state-specific regulatory issues and other factors such as continuous enrollment. Connections-supported schools overall improved from 26.1% in 15-16 to 25.6% in 16-17. Although the rate for the 17-18 school year showed a slight increase to 27%, we continue to see this rate as an improvement and attribute the success to a focus on student and family engagement.

## Develop & Collaborate Professionally

	PLCs	% PL Completion by Session		
	Met Goal	107	207	300 - April
Reach 2017	N/A	70%	N/A	25%
Medium Avg.	38%	71%	76%	25%
Group 3 Avg.	46%	78%	92%	38%
Connections Avg.	46%	70%	77%	27%

- **PLCs end of year SMART goal attainment** – To continue the revised SMART goal monitoring system, this metric indicates the % of PLCs at each school that have data to support attaining or making progress toward the set SMART goal. Using a rubric that ranged from “PLC did not make progress” to “PLC goal met,” school leaders evaluated each PLC at the end of the school year. Although

some PLCs are waiting on state-provided data to determine attainment, the CA average indicates that 68% either met their goal or made progress towards goal attainment.

- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program designed as an integrated part of the school-specific professional development agenda. Shown here are the percentage of eligible teachers who completed the required 100, 200 and 300-level sessions in April. Although these reports do not publish updated participation rates for all PL sessions, consistent with prior years, we do continue to see an increase in all PL session completion across all schools by the end of the school year due to the fact that sessions are also available as recordings for teachers to watch and complete asynchronously.

## School Operations

	Teachers Hired by 6/30	Teachers Returning	Students Returning
Reach 2017	86%	100%	78%
Medium Avg.	93%	98%	79%
Group 3 Avg.	95%	99%	78%
Connections Avg.	96%	98%	78%

- **Percentage of teaching positions filled as of 6/30** – These metrics track progress toward the overall goal of having all teachers hired and on the job by the first day, so they can participate fully in the “on-boarding” process and be ready to go when students start returning. This snapshot as of 6/30 gives an overview of Spring progress in hiring. Hiring efforts continue for all unfilled vacancies.
- **Percentage of teachers planning to return as of 4/1** – Each Spring, teachers are asked to indicate if they intend to return, and partial bonus payout is offered to those who say “No” – in part to encourage them to share their plans and allow the school to fill the position. 98% of teachers said “Yes” across Connections-supported schools, up from 96% in 2017. More teachers do leave between 4/1 and the beginning of the school year, but this is a useful early indicator of teacher retention.
- **Percentage of students planning to return as of 6/30** – Each Spring, families are asked to indicate if they intend to return. 78% of students eligible to return (graduating seniors, for example, are not counted) replied “Yes”, equal to the response rate for 2017. Efforts continue each year to increase student retention.





## 2018–2019 Teacher Training and Professional Learning

## Mission

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

## Training and Professional Learning Objectives

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

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

## Training and Professional Learning Delivery Models

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

- 1. In-Person Training:** Recognizing the tenets of effective professional development established by Learning Forward, interpersonal connections increase the impact of training for adult learners. Connections Academy’s Training Support team delivers on-site training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.
- 2. “Train-the-Trainer”:** Each school selects at least one teacher to serve as a Training Representative to work with members of the Training Support team throughout the year via regularly scheduled meetings. During these meetings, the Training Support specialist and the school-based Training Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. Training Representatives then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint presentations, one-page guides, and activities to reinforce learning. To ensure Training Representatives can focus on supporting the training needs of all school staff the Training Support team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.

- 3. Synchronous Web-Based Training:** In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Connections uses Adobe® Connect™ (LiveLesson sessions) to facilitate virtual meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information. Schools can request additional, school-specific sessions at any time.

## Research Base

Connections equips each teacher with the skills and technology needed to maximize student learning. Research, focusing specifically on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a [study](#) which analyzed effective teacher preparation and practice for the online learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Connections' award-winning<sup>1</sup> professional learning model, teachers have an opportunity to gain an understanding of their role as facilitator, implement effective online teaching practices, and develop strategies to engage virtual learners. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders.

Professional learning at Connections is intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Presenters with various backgrounds and areas of content expertise conduct synchronous professional learning sessions on a rotating basis throughout the school year. Using the Connexus learning management system and the Adobe Connect synchronous webinar platform, the web-based tools that teachers use with their students, the Professional Learning Model deliberately incorporates activities that model the instructional resources available to deliver interactive and engaging online instruction to students. Each professional learning session includes large and small group activities, breakout rooms, chat pods, microphones, cameras, file sharing, interactive polling, and session summaries.

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

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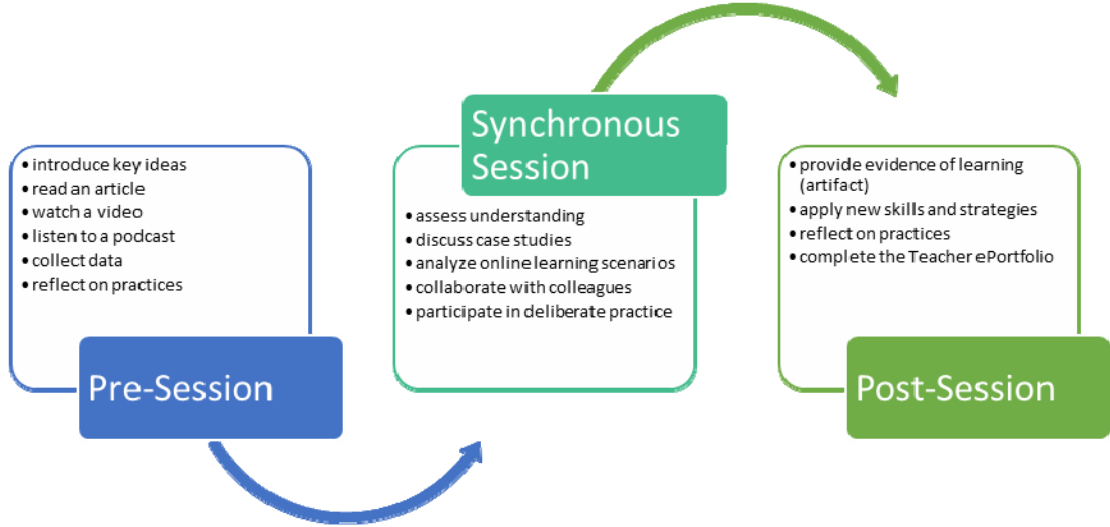
<sup>1</sup> 2018 BESSIE Award for Best Educational Software for Teacher Central, 2017 Award of Excellence from Tech & Learning for Pearson's Online & Blended Professional Learning Model, Best Practices for Distance Learning Programming – Professional Learning Model (2015 USDLA Silver Award), and Best Professional Learning Solution for K–20 Faculty and Administrative Staff (2016 SIA CODiE Finalist).



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

### Flipped Learning Model

Prior to each of the professional learning sessions, teachers engage in a pre-session activity that requires them to reflect on their current practices, watch a video of a new strategy or teaching model, read an article focusing on a research-based instructional practice, or identify tools and strategies that have the greatest impact on learning. Following each of the sessions, the post-session activity provides teachers with an opportunity to reflect on what they learned and describe, or share an example, of how they will implement a strategy or best practice as they work with and support their students.



### Teacher Orientation Course and Returning Staff Update

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

**Returning Staff Updates:** This course is designed for teachers who are returning to Connections Academy and have already completed the Connexus and Curriculum orientation course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Connexus and Curriculum course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

## Professional Learning Series

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

### New Teachers in New Schools

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

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

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

In addition to these required professional learning sessions, Connections also offers a variety of “optional” professional learning sessions and series throughout the school year. These sessions are available to all Connections teachers who seek to expand their professional knowledge. Sessions are designed for specific

content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content.

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

During the 2018–2019 school year, each level of the comprehensive and systematic professional learning model will focus on a monthly theme. The table below provides an overview of the series themes and session titles.

	Themes	PL 100	PL 200	PL 300
<b>September</b>	Reflection	Professional Learning Overview	An Overview of Professional Learning and Reflective Practice	Why Do We Do What We Do?
<b>October</b>	Connections	Connecting with Students to Create Community	Helping Students Connect to Learning in Meaningful Ways	Shifting the Focus (300+)
<b>November</b>	Ownership	The Power of Vocabulary in Building Student Ownership	Ownership: A Critical Element in Engagement	One Diverse Virtual Environment
<b>January</b>	Questioning	Effective Questioning to Maximize Achievement	Measuring Student Learning through Questioning	When Time Flies, Hit the Pause Button
<b>February</b>	Practice	Practice + Reteaching: An Integral Part of Learning	Deliberate Practice and Self-Monitoring	“I understand!” Using Self-Assessment to Determine Competency (300+)
<b>March</b>	Feedback	Feedback and Student Engagement	The Impact of Actionable Feedback on Learning	Working Together When Working Alone (300+)
<b>April</b>	Outcomes	Learning Outcomes with Meaning	Learning with the Brain in Mind	My Brain Made Me Do It! (300+)

## Professional Learning 100 Series (2018–2019)

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Professional Learning 200 Series (2018–2019)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What type of support do students need as they practice skills and learn concepts? Practice must provide students with multiple opportunities to demonstrate learning without negative consequences. In this session, teachers will explore ways to personalize student learning through self-monitoring, re-teaching, and practice techniques.

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

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

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

## **Session 207: Learning with the Brain in Mind**

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

How does having an understanding of brain research impact your instruction and interactions with students? Active learning requires cognitive presence as students go through multiple steps for processing information. In this session, participants explore the impact of working memory and executive functioning on student outcomes.

## Professional Learning 300 Series (2018–2019)

### September: Why Do We Do What We Do? (recorded session)

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

What principles support teachers in providing personalized instruction to each student? Teachers are guided by the Every Student Succeeds Act (ESSA) as well as the philosophies that support the mission to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. In this recording, teachers will review the Core Standards for Facilitating Student Learning as a tool that informs their virtual instruction and preview the required and choice topics for the upcoming year.

### October: Shifting the Focus (300+)\*

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

How can we shift from a teacher-centered instructional practice to a student-centered learning experience? When teachers provide students opportunities to engage with their content in unique ways, students gain a feeling of empowerment over their learning. In this session, teachers will explore strategies to transition to a student centered approach in an effort to encourage students to develop ownership of their learning.

### November: One Diverse Virtual Environment (required session)

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

How do I meet the needs of all my students? Creating an environment that supports the diversity of students is fundamental to individual student success. In this session, teachers will learn strategies to accommodate the greatest number of students through flexibility in representation, expression, and engagement.

### January: When Time Flies, Hit the Pause Button (required session)

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

How is it already January? Oftentimes the speed at which the year progresses can be overwhelming to both teachers and students. In this session, teachers will be provided with time to pause and reflect on the first half of the year, evaluate their beliefs through John Hattie's 10 Mindframes, and determine personal resolutions for the second half of the year

### February: "I understand!" Using Self-Assessment to Determine Competency (300+)\*

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

How do students know if they have mastered content and are considered competent? When students are given an opportunity to reflect objectively on their work, they are more likely to understand the assignment criteria and how to improve. In this session, teachers will explore ways to give students ownership over assessing their own understanding and to use data to verify students' self-assessments.

### March: Working Together When Working Alone (300+)\*

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

How can teachers promote cooperative learning opportunities effectively when working with students on individualized learning paths? Designing and providing collaborative learning activities empowers a student’s resilience and fosters socialization and engagement. In this session, teachers will have the opportunity to collaborate using authentic curriculum items and use knowledge gained from this session to support students.

### April: My Brain Made Me Do It! (300+)\*

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

Can students learn to acknowledge and work with the automatic processes of the brain? Students who are armed with effective metacognitive strategies are better equipped to counter quick decisions, resulting in more active learning. In this session, teachers will explore instructional strategies to help their students understand the role of the brain in their learning and how to develop their cognitive flexibility.

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

## Math, We’ve Got This! Professional Learning Series

Designed for new and returning teachers at established schools, this seven-session series will explore instructional components needed to lead effective number talks and promote discourse among students, as well as investigate the development of a student's fundamental understanding of numeracy in order to grasp higher level and abstract concepts.

Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

- Elementary, Part 1: Creating a Culture for Math Practices and Mindset
- Elementary, Part 2: Building Conceptual Understanding in Math
- Secondary: Fostering Effective Mathematical Practices for Secondary Students

	Creating a Culture for Math Practice and Mindset	Building Conceptual Understanding in Math	Fostering Effective Mathematical Practices
<b>September</b>	Creating a Culture for Math Practice and Mindset Overview	Building Conceptual Understanding in Math Overview	Fostering Effective Mathematical Practices Overview
<b>October</b>	When Numbers Don’t Make Sense	Know Thy Place (Value)	Ask Me Anything About My Math
<b>November</b>	Put the Calculators Down: Using Discourse to Deepen Understanding	Get to the Point	Ready or Not, Here Comes Algebra
<b>January</b>	Rules Don’t Apply	“How many slices of pizza do I get?”	Talk the Talk
<b>February</b>	The Signs Told Me to Do It: Developing Understanding of Addition and Subtraction	“Why can’t I add apples and oranges?”	Decoding Math: What the Mistakes are Saying
<b>March</b>	The Signs Told Me to Do It: Developing Understanding of Multiplication and Division	“My dad is eight feet tall!”	“When will we EVER use this?”
<b>April</b>	“I plussed the numbers.” The Importance of Math Vocabulary	X Marks the Spot	Check Yourself: Using Self-Monitoring Strategies

## Creating a Culture for Math Practices and Mindset

### **September: Creating a Culture for Math Practice and Mindset Overview (recorded session)**

How can teachers move beyond an instructional practice focused on operations and algorithms? Through deep content exploration, teachers can promote a math mindset and flexible thinking in their students. In this recording, teachers will preview the Math, We've Got This! Series which focuses on developing strategies for facilitating discourse, developing number sense, and using appropriate mathematical vocabulary.

### **October: When Numbers Don't Make Sense**

Why is a developed number sense critical to student success in mathematics? Research shows that students that can use numbers flexibly tend to be more successful. In this session, participants will investigate both why a developed number sense is important and how to help students acquire a better sense of numbers.

### **November: Putting the Calculators Down: Using Discourse to Deepen Understanding**

How comfortable are your students talking about math? How comfortable are you in planning for and promoting discourse in your lessons? This session will focus on the importance of math discourse and how to successfully plan for promoting discourse in your math lessons.

### **January: Rules Don't Apply**

How can math rules be a detriment rather than a help to students' long term success? Some tips and tricks younger students learn are not mathematically sound and can hinder students' progress as they advance into higher levels of math. In this session, participants will review common math rules that expire and alternate ways to teach the concepts associated with these topics.

### **February: The Signs Told Me to Do It: Developing Understanding of Addition and Subtraction**

How do you know your students truly understand the operations of addition and subtraction and are not just replicating an algorithm? Students need a foundational understanding of the properties of addition and subtraction to feel confident manipulating numbers formally. In this session, teachers will break down the formal algorithms and investigate alternative strategies for teaching both.

### **March: The Signs Told Me to Do It: Developing Understanding of Multiplication and Division**

How many strategies do you have for teaching multiplication and long division? Being able to replicate the standard algorithm for either does not guarantee students understand the concepts. This session will break down the formal algorithms and investigate alternative strategies for teaching multiplication and division.

### **April: "I plussed the numbers." The Importance of Math Vocabulary**

Is vocabulary acquisition only for English Language Arts? Math vocabulary can be a serious roadblock to understanding content if students are not comfortable using proper terms. In this session, participants will investigate strategies for incorporating explicit vocabulary instruction.

## Building Conceptual Understanding in Math

### September: Building Conceptual Understanding in Math Overview (recorded session)

How can teachers move beyond an instructional practice focused on computation and a focus on the “right” answer? Through deep content exploration, teachers can build mathematical conceptual understanding in their students. In this recording, teachers will preview the Math, We’ve Got This! Series which focuses on developing strategies for teaching foundational skills including place value, decimals, fractions, geometry, and algebra readiness.

### October: Know Thy Place (Value)

What is the role of place value in connecting foundational concepts? As students build from counting to two-digit whole numbers, comparing and ordering numbers to addition and subtraction, place value is the central component that links these skills. In this session participants will investigate strategies for engaging students in activities that develop understanding of place value and serve as a bridge into activities and problem-based tasks that extend their learning.

### November: Get to the Point

Why is the concept of the decimal so challenging for elementary math learners? Transitioning students from whole-number ideas to the role of the decimal as an indication of the parts of the whole is critical for deepening understanding of the complexity of numbers. In this session, participants will discuss strategies for addressing decimal misconceptions and for laying a solid foundation for future problem-solving applications.

### January: “How many slices of pizza do I get?”

Why do students typically enjoy the exploratory and discovery phase of learning fractions, but exhibit confusion or frustration when completing fraction computations? Shifting students from that exploratory phase to computation phase is critical for ensuring that students have the ability to reason and make sense of math. In this session, participants will explore a variety of instructional strategies and tools that can be used to support an immersive and diverse experience with fractions.

### February: “Why can’t I add apples and oranges?”

Why are diverse exposures to fractions a critical component for preventing the development of mathematical misconceptions? Oftentimes, fractions are deeply connected to a set of computation rules rather than a conceptual understanding of the meaning of a fraction. In this session, participants will delve deeper into common misunderstandings many students have about fractions and will explore instructional strategies for ensuring a thorough understanding of what a fraction represents.

### March: “My dad is eight feet tall!”

How does early skill development of measurement lay the foundation for later success in geometry? Students who develop a sense of relative measurements and feel comfortable using units to describe measurements have a solid conceptual understanding of geometry. In this session, we will explore this relationship and strategies to grow student understanding of these critical foundational skills.

### April: X Marks the Spot

Does algebra readiness start as early as first grade? Elementary students are successfully using big algebraic ideas including working with patterns, using symbols, and representing numbers in a variety of ways. In this session, participants will examine instructional strategies for building upon early elementary math skills with an algebraic mindset.

## Fostering Effective Mathematical Practices for Secondary Students

### **September: Fostering Effective Mathematical Practices for Secondary Students Overview (recorded session)**

How can reflection on instructional practices enhance students' level of comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! Series which 26 focuses on developing strategies for facilitating deeper, more meaningful discussions through the use of planned questions, math vocabulary, and instructional strategies.

### **October: Ask Me Anything About My Math**

How can talking about math help students develop a better understanding of content? This session will focus on the use of talk moves that promote math discussion and the importance of creating a safe environment, identification of tasks that are conducive to discourse and planning of relevant, meaningful questions designed to extend the conversation.

### **November: Ready or Not, Here Comes Algebra**

Why is it critical for students to have a solid foundation in Algebra? The ability to reason algebraically helps students to think logically, identify patterns, form conclusions, construct arguments, and solve new and unfamiliar problems. In this session, participants will discuss benchmarks in assessing algebra readiness and explore instructional strategies for correcting misconceptions in prerequisite skills.

### **January: Talk the Talk**

How can purposeful math vocabulary instruction impact student learning? When students are immersed in intentional vocabulary development, they are better equipped to use mathematical processes accurately and complete computations with precision. In this session, teachers will review the importance of using precise mathematics vocabulary in their instruction and will examine strategies to hold their students accountable to the same expectation.

### **February: Decoding Math: What the Mistakes are Saying**

What can mistakes reveal about a student's understanding? Error analysis is a powerful tool for both teachers and students to uncover misconceptions and misunderstandings and to gain insight into student thinking. In this session, participants will develop a deeper understanding of the error analysis strategy and how to use it as a tool to evaluate a student's understanding.

### **March: "When will we EVER use this?"**

What happens when students can clearly see how the content will be relevant beyond their math lessons? Students who participate in authentic problem solving engage on a deeper level and take ownership of their learning. In this session, participants will focus on the differences between a real world scenario and a real-life context problem and strategies for incorporating real-world applications into students' mathematical experiences.

### **April: Check Yourself: Using Self-Monitoring Strategies**

What is the question really asking? Students need to actively engage in the problem-solving process through the use of self-monitoring. In this session, teachers will utilize strategies from topics discussed throughout the year to empower students to solve problems effectively.



## Optional Professional Learning Sessions and Series (2018–2019)

	Title	Audience	Description
<b>Exceptional Student Support: Multi-Part Series</b>	Introduction to Gifted Education	K–12 teachers	What is the role of gifted education and how can we best support gifted students in a virtual environment? This monthly series covers the fundamentals of gifted education and how to address the needs of gifted students in the virtual environment. Beginning with a conceptual understanding of the gifted child, teachers will work through sessions on the academic, emotional, and extracurricular needs of the gifted student. This series is highly recommended for all staff members who have had limited experience with GT programing, have not attained formal gifted certification, or are in need of a review on the fundamentals of gifted education.
	Making Appropriate and Legal Curriculum Modifications for Students with IEPs	K–12 teachers	Ever wonder how to make an appropriate, individualized curriculum modification for a student with an IEP? If you struggle with maintaining course integrity while still providing students with the modifications to succeed, then attend this series. In part one we will explore the principals of curriculum modification as well as the legal principles behind it. In part two we will focus on modification practices and resources for modifying the four core academic areas. By the end of the series, participants will know how to modify a lesson.
<b>STEM Support: Multi-Part Series</b>	Truancy and the Withdrawal Process for Students in Special Populations	K–12 teachers	Students with exceptionalities, such as students with documented disabilities on an IEP or Section 504 plan or English Learners, are afforded many protections under federal and state law, particularly in the area of discipline. Procedures related to truancy and discipline for special populations dictate that certain steps are followed to ensure these students’ rights are protected. This session will explain those steps, how to document them as well as provide tips for ensuring student safety.
	Creating a Culture for Math Practices and Mindset	K–5 teachers	This series focuses on developing strategies for facilitating discourse in math lessons, helping students acquire the number sense necessary to fluently more through higher levels of math and increasing the number of strategies teachers have to help students understand the four basic operations.
	Building Conceptual Understanding in Math	K–5 teachers	This series focuses on developing strategies for going deeper with foundational skills such as place value, decimals, fractions, geometry and measurement.
<b>STEM Support: Standalone Sessions</b>	Fostering Effective Mathematical Practices for Secondary Students	6–12 teachers	This series focuses on developing strategies for deeper and more meaningful math discussions through the use of planned questions and math vocabulary instructional strategies in conjunction with other content specific instructional strategies to ensure students are algebra ready.
	Bringing Science to Life!	K–12 teachers	Did you know that students learning in virtual education settings already have a lot in common with modern day scientists? In this session, teachers will discuss how to best utilize online collaboration techniques as well as learn about resources that share real scientific data with the public. When used together, students are able to extend their understanding of scientific concepts by collaborating, analyzing, drawing conclusions and problem solving about information presented in data sets. Teachers will learn how this approach also facilitates the inclusion of all aspects of STEM into one lesson. Designing inquiry-based, hands on science activities for the online classroom will also be discussed. These processes are very similar to how scientists collaborate on experiments from their labs all over the world. Come share in the discussion about how your students can be



			transformed into scientists!
<b>Advancing Your Online Instructional Practices: Standalone Sessions</b>	Adobe® Connect™ Layouts: Working Smarter	K–12 teachers	How can using multiple layouts in Adobe Connect improve LiveLesson® session instruction? Creating specific layouts based on needs allows teachers to move between layouts with ease. In this session, teachers will discover instructional uses of multiple layouts to maximize their LiveLesson sessions and will have time to create layouts in their LiveLesson room.
	Developing Beneficial Time Management Routines	K–12 teachers	What role does your calendar have in developing a time management routine? Using features specific to a Google calendar will help teachers organize their responsibilities and establish beneficial time management habits. In this session, teachers will identify their routine tasks and organize their calendar to best manage their time each day.
	Finding the Data After the Polls	K–12 teachers	Are you using the Adobe Connect poll pod data from your LiveLesson sessions to guide your instruction? When teachers can review data after a LiveLesson session they can purposefully plan future instructional opportunities. In this session, teachers will discover the data that is captured by the poll pods, ways to view that data and discuss instructional decisions that can be made with the data.
	Socialization and Connectedness in the Virtual World	K–12 teachers	What role does building a community of learners play in the learning process? In this session participants will explore how to create a welcoming environment in which the online facilitator fosters personalized learning and communication to create a sense of community leading to student success. Session activities will include a focus on research that indicates that students who have strong connections within their learning environment and a foundation for valuing education and communication have the ability to self-advocate which enhances their growth mindset
	Using Adobe® Connect™ Breakout Rooms with Confidence	K–12 teachers	How can breakout rooms improve your instructional practice? Breakout rooms allow teachers to maximize engagement, personalize instruction, and offer collaboration among students. In this session, teachers will become familiar with the basic features of using breakout rooms and discover instructional strategies to enhance the student learning experience.
<b>Multitiered Instructional Support: Standalone Session</b>	RTI: Some Assembly Required	K–12 teachers	Can someone explain the RTI process? RTI, or Response to Intervention, is a multitiered approach to student learning. In this session, participants will get a streamlined look at RTI, a deeper understanding of each component, and the role of the Student Support Team (SST) in providing students a personalized learning experience.
<b>Developing Student Connections: Standalone Sessions</b>	The Impact of Strong Teacher/Student Relationships	K–12 teachers	How does a positive student teacher relationship impact student performance? When teachers invest time in learning about their student as a whole child, there are less surprises in end results. In this session, teachers will examine strategies to get to know their students beyond their academic performance and discover the impact this connection has on student learning.
	Emotional Intelligence and Student Learning	K–12 teachers	Why is emotional intelligence a factor in academic success? When students understand how they feel, they are better able to focus on learning and instruction. In this session, teachers will explore strategies to support students in recognizing the connection between emotions and learning.

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## Tuition Assistance for Connections Academy School Staff

Connections Academy school staff are eligible for up to \$5,250 in employer-paid tuition assistance each year. This benefit assists staff with their continued education and development. Some restrictions apply including enrollment in an accredited program, as well as successful completion of the course(s).

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## Connections Academy Leadership Academy

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

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## Teacher Central

Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

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

## Recognitions

- Pearson Online & Blended Learning K–12 won a BESSIE award for Teacher Central, Best Teacher Instructional Support Website. Teacher Central is a proprietary instructional support website for the [certified teachers and school-based staff](#) serving K-12 students nationwide in fully online public schools supported by Connections Academy®, a division of Pearson Online & Blended Learning. The site serves as a one-stop shop for resources to support teacher effectiveness, best practices, and tools for personalizing learning for students. Teacher Central is comprised of a variety of recorded tutorials, presentations, and guides.
- In 2017, Tech & Learning recognized the Pearson Online & Blended Professional Learning Model with its 2017 Award of Excellence.

- In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the Pre-K - 12, Higher Education, Corporate, Government, and Telehealth markets.
- In May 2016, the Connections Professional Learning Model was recognized as a CODIE Award finalist in the category of Best Professional Learning Solution for K-20 Faculty and Administrative Staff. The CODIE Awards recognize the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.



# LEARNING COACH SUPPORT 2018–2019

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

## Training and Resources

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

### Learning Coach Orientation Course

All new Learning Coaches complete a self-guided, POBL-developed Learning Coach orientation course. The 2018-2019 orientation course covers information about the role of the Learning Coach, preparing for the first day of school, recording attendance, running the scheduler and using the planner, and available resources.

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

Returning Learning Coaches are provided information, via a Learning Coach Questionnaire, to remind them of the resources that are available to them, encourage them to visit Learning Coach Central, and provide them the option to review the orientation course.

### Learning Coach Success Series

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

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

Sessions are based on six main themes and branded by theme and grade band where applicable:

- The Art of Being a Learning Coach
- Empower and Engage Your Student
- Preparing for Launch
- Coaching the Exceptional Learner
- Math, We’ve Got This
- Getting Connected

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

- Connect Learning and Fun: Clubs and Activities
- Exploring Language Arts (separated by ES, MS, and HS)
- Exploring Math (separated by ES, MS, HS)
- Ready to Learn
- Nurturing Student Motivation
- Overcoming Perfectionism in Gifted Students Qualifying for Financial Aid and Completing the FAFSA
- Scholarship Strategies
- Ace the Assessment: Helping Your High School Student Prepare
- Coaching Your High School Student for Success

Following each session, Learning Coaches are given the opportunity to complete a survey. Information provided in the survey is used to gauge the effectiveness of the session, gain insight into the needs of Learning Coaches, and get recommendations for future session topics.

### **Learning Coach Central**

Learning Coach Central, a website designed specifically to support Learning Coaches, provides a visually appealing, user-friendly interface and is fully accessible and viewable on a mobile device or tablet. Learning Coaches will find it easy to navigate to resources and find information. The site is divided into several categories with the ability to open resource documents, tutorials, video Quick Clips, and links found within each category. These resources and categories are indicated by at-a-glance icons for easy reference. The categories include: Orientation and Tutorials, Getting Started, Daily Tasks, Success Series, Resources, Instructional Support, Assessments, Staying Connected, and Clubs & Activities. Learning Coach Central contains numerous resources providing valuable information to assist and support Learning Coaches, and new resources are developed regularly.

### **Learning Coach Link**

Learning Coach Link is a monthly communication for Caretakers and Learning Coaches distributed via WebMail message. It provides another resource for Learning Coaches to receive information about upcoming Learning Coach Success Series Sessions, links to prior sessions, instructional support tips and strategies, and Connexus tips, tricks, and updates.

### **Learning Coach Success Series Onboarding Sessions**

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

- Virtual School Basics
- Getting Ready for the First Day
- First Days: What to Expect (separated by ES, MS, and HS)
- Beyond the First Days

**Reach Cyber Charter School**  
**Revenue and Expense Statement (Unaudited)**  
**Period Ended June 30, 2018**

	June-18 Actual	YTD Actual	Annual Budget	Actual vs. Budget
<b>Revenue</b>				
Regular Ed Funding	(197,830.09)	16,648,257.91	14,039,678	2,608,579.53
Special Ed Funding	671,559.53	8,129,200.00	7,063,623	1,065,577.05
Subtotal	473,729.44	24,777,457.91	21,103,301.33	3,674,157
Title I	521,797.42	627,207.00	398,000	229,207
Title II-A	48,644.66	64,681.14	56,000	8,681.14
Title VI - IDEA B	137,094.75	137,094.75	213,000	(75,905.25)
Title IV	(1,082.62)	2,917.40	-	2,917.40
E-Rate	-	-	-	-
Interest Income	1,170.92	2,315.23	-	2,315.23
Miscellaneous Income	-	214.85	-	215
Subtotal	707,625.13	834,430.37	667,000	167,430.37
<b>Total Revenue</b>	<b>1,181,354.57</b>	<b>25,611,888.28</b>	<b>21,770,301</b>	<b>3,841,586.95</b>
<b>Compensation Expense</b>				
Salaries - Administration	191,604.74	1,060,045.19	937,036	(123,009)
Benefits - Administration	42,153.04	229,590.94	206,148	(23,443)
Pension - Administration	9,580.24	51,849.34	93,704	41,854
Taxes - Administration	14,887.82	82,144.66	84,333	2,189
Subtotal Administration	258,225.84	1,423,630.13	1,321,221	(102,409)
Salaries - Teachers	1,031,843.96	4,330,568.68	3,511,944	(818,625)
Benefits - Teachers	227,005.67	959,441.12	772,628	(186,813)
Pension - Teachers	51,592.20	206,827.65	351,194	144,367
Taxes - Teachers	86,176.26	388,105.15	316,075	(72,030)
Subtotal Instructional Staff	1,396,618.09	5,884,942.60	4,951,841	(933,101)
<b>Total Compensation Expense</b>	<b>1,654,843.93</b>	<b>7,308,572.73</b>	<b>6,273,062</b>	<b>(1,035,510)</b>
<b>Connections Products and Services</b>				
Curriculum and Instructional Support Services	739,991.83	3,734,760.02	3,063,370	(671,390)
Student Connexus License	104,370.00	1,297,940.00	1,084,889	(213,051)
Student Technology Assistance Services	607,967.66	2,414,546.00	1,963,295	(451,251)
Enrollment/Placement/Student Support Services	719,400.50	2,192,160.00	1,760,251	(431,909)
School Operations Support Services	24,403.00	1,205,230.00	1,007,397	(197,833)
School Business Support Services	96,368.00	296,672.00	247,975	(48,697)
Special Ed Oversight	45,750.00	1,262,625.00	870,585	(392,040)
Professional Development Services	1,000.00	125,750.00	95,293	(30,457)
School Staff Support Services/Human Resources Support	3,800.00	477,850.00	331,620	(146,230)
Facilities Support Services	2,777.79	25,000.00	25,000	-
Short Term Substitute Teachers	-	14,550.00	-	(14,550)
Direct Course Instruction Support	(818.55)	82,269.63	-	(82,270)
<b>Total Connections Products and Services Fees</b>	<b>2,345,010.23</b>	<b>13,129,352.65</b>	<b>10,449,675</b>	<b>(2,679,678)</b>

**Reach Cyber Charter School**  
**Revenue and Expense Statement (Unaudited)**  
**Period Ended June 30, 2018**

	June-18 Actual	YTD Actual	Annual Budget	Actual vs. Budget
<b><u>Pass-Through Expenses</u></b>				
Office Supplies	9,261.03	34,492.05	46,000	11,508
Copiers/Reproduction	(65.48)	5,506.68	16,000	10,493
Office Postage	3,225.85	10,319.77	21,000	10,680
Student Testing & Assessment	248,351.06	363,044.82	170,000	(193,045)
Staff Recruiting/Background Checks	928.16	8,333.22	84,000	75,667
Staff Training/Prof. Dvlpmnt.	30,640.11	82,504.21	65,000	(17,504)
Travel and Conferences	10,871.41	38,035.54	60,000	21,964
Travel- School Nurse	-	-	5,000	5,000
Maintenance & Repair	2,293.45	10,692.15	20,000	9,308
High Speed Internet	509.45	7,186.56	10,000	2,813
Telephone	245.26	576.76	2,000	1,423
Office Rent (including utilities)	15,061.93	174,598.02	272,101	97,503
Rent Operating Expense	-	-	19,200	19,200
Expensed Equipment	123,657.17	133,089.74	20,000	(113,090)
Expenses Pending Allocation	(47,337.10)	-	-	-
Student Technology Support Stipend	190,430.43	539,133.46	459,000	(80,133)
Student Printers	-	-	75,000	75,000
Special Education Direct Services	149,903.06	664,516.90	262,000	(402,517)
Contracted Pupil Health Support	-	-	10,000	10,000
STEM Programmatic Expenses	427,619.73	472,551.85	149,000	(323,552)
Extracurricular Activities	-	3,117.10	42,500	39,383
Team building	361.79	496.55	-	(497)
<b>Total Pass-Through Expenses</b>	<b>1,165,957.31</b>	<b>2,548,195.38</b>	<b>1,807,801</b>	<b>(740,394)</b>
<b><u>Other School Expenses</u></b>				
Banking fees	280.70	2,650.20	1,000	(1,650)
External Audit	-	15,000.00	22,000	7,000
Dues	6,082.26	15,085.91	5,000	(10,086)
D&O Insurance	-	2,269.00	6,000	3,731
Legal Services	4,684.02	13,125.33	20,000	6,875
Board Related Expense	923.28	5,875.38	20,000	14,125
Student Activities	10,132.06	12,694.05	1,500	(11,194)
Community Coordinators	2,250.00	2,250.00	-	(2,250)
Other School Expense	6,196.15	6,968.74	1,500	(5,469)
Accounting Services	19,548.00	191,177.77	136,486	(54,692)
<b>Total Other School Expenses</b>	<b>50,096.47</b>	<b>267,096.38</b>	<b>213,486</b>	<b>(53,610)</b>
<b>Total Program Expenses Before Capital Outlay</b>	<b>5,215,907.94</b>	<b>23,253,217.14</b>	<b>18,744,024</b>	<b>(4,509,193)</b>
Capital Outlay		142,317.88	-	(142,318)
<b>Total Program Expenses Including Capital Outlay</b>	<b>5,215,907.94</b>	<b>23,395,535.02</b>	<b>18,744,024</b>	<b>(4,651,511)</b>
<b>Net Increase (Decrease)</b>	<b>(4,034,553.37)</b>	<b>2,216,353.26</b>	<b>3,026,277</b>	<b>(809,923.74)</b>
<b>Beginning fund balance</b>	<b>8,310,803.81</b>	<b>2,059,897.18</b>		
<b>Ending fund balance</b>	<b>4,276,250.43</b>	<b>4,276,250.43</b>		

**Reach Cyber Charter School**  
**Balance Sheet (Unaudited)**  
**June 30, 2018**

<b>ASSETS</b>	
<b>Cash and Short Term Investments:</b>	
Cash:Checking	\$ 4,754,713.75
Cash: Money Market Account	6,304,815.23
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<b>Total Cash and Short Term Investments</b>	<b>11,059,528.98</b>
<b>Other Current Assets:</b>	
Federal Program Receivable	706,454.21
Other Receivables	828.08
Prepaid Rent	15,061.93
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<b>Total Other Current Assets</b>	<b>722,344.22</b>
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<b>Total Current Assets</b>	<b>11,781,873.20</b>
<b>Other Current Assets:</b>	
Security Deposit	8,916.65
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<b>Total Other Assets</b>	<b>8,916.65</b>
<b>Fixed Assets:</b>	
<b>Property Plant &amp; Equipment:</b>	
Computer Hardware	53,423.06
Leasehold Improvements	98,774.39
Furniture	101,373.97
Accum Depr:Computer Hardware	(14,996.70)
Accum Depr:Leasehold Improvements	(33,154.68)
Accum Depr: Furniture	(12,320.15)
	-----
<b>Net Fixed Assets</b>	<b>193,099.89</b>
	-----
<b>Total Assets</b>	<b>\$ 11,983,889.74</b>
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<b>LIABILITIES</b>	
<b>Current Liabilities:</b>	
Accrued Expenses	\$ 565,891.34
Accrued Compensation	\$ 907,050.76
Due to (from) Connections Academy	4,745,890.33
Payable to Districts	1,240,052.90
Pension Payable	55,654.09
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<b>Total Current Liabilities</b>	<b>7,514,539.42</b>
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<b>Total Liabilities</b>	<b>7,514,539.42</b>
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<b>FUND BALANCE</b>	
Beginning Fund Balance	2,059,897.18
Invested in Capital	193,099.89
Board Assigned Fund Balance	137,044.83
Change in Fund Balance	2,079,308.43
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<b>Ending Fund Balance</b>	<b>4,469,350.32</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$ 11,983,889.74</b>
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