



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, September 19, 2018 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
 - a. Approval of Agenda

- IV. Oral Reports
 - a. Principal's Report (MSR attached) – J. Swan
 - i. Enrollment and Staffing Update
 - ii. Back to School Activities Update
 - b. Financial Report (attached) – M. Whisman/T. Lee

- V. Consent Items
 - a. Approval of Minutes from the August 22, 2018 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Connections Education Invoice(s) for July and August (attached)
 - d. Approval of Revision(s) to the Employee Handbook: Student and Family Communications Policy (attached)
 - e. Approval of Revision(s) to the 2018-2019 School Year State Specific School Handbook: Attendance Policy (attached)
 - f. Approval of Federal Title Funding Documentation: Parent/Family Engagement Policy (attached)

- VI. Action Items
 - a. Approval of Charter Renewal Documentation and Authorization for Board President to Submit by Applicable Deadlines (sent under separate cover) – J. Swan/ A. Jay
 - b. Approval of Board Training and Conference Attendance for the 2018-2019 School Year – M. Arthur

- VII. Information Items
 - a. State Relations Update – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - i. State of the School, School Improvement Planning and Focus Goals
 - c. Fall Board Retreat Update – October 17, 2018 – M. Arthur
 - d. Overview of 2018-2019 Items for Board Consideration (attached) – M. Arthur

- VIII. Adjournment and Confirmation of Next Meeting – Wednesday, October 17, 2018 at Time TBD

MONTHLY SCHOOL REPORT

School & Date Selection

School

Reach Cyber Charter School

Report Date

August 31, 2018

Currently Enrolled

2123

Total YTD Enrolled

2141

Enrollment Services Complete (Stage 4)

2255

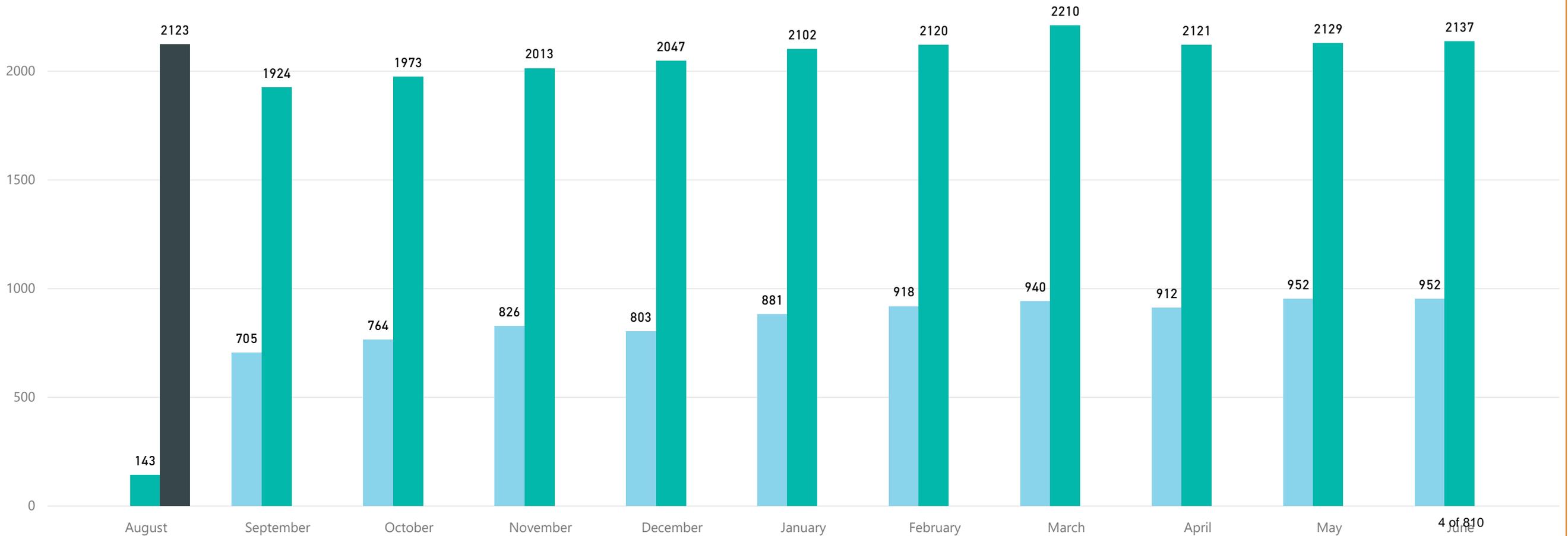
Reach Cyber Charter School
August 31, 2018

Current Enrollment Month-Over-Month Change
N/A

Current Enrollment Year-Over-Year Change
1385 %

Monthly Student Current Enrollment Comparison

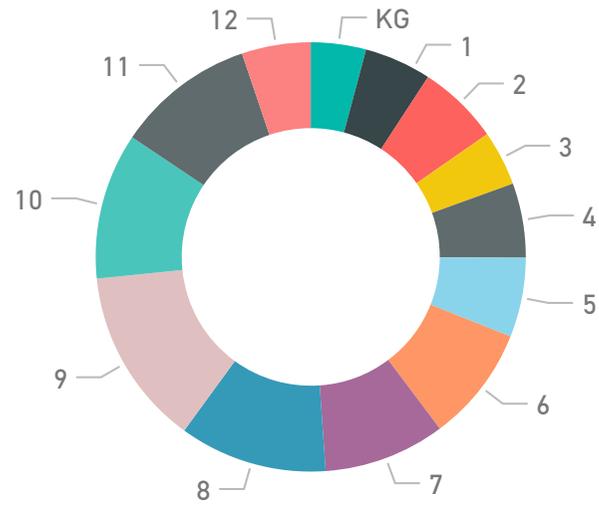
schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019



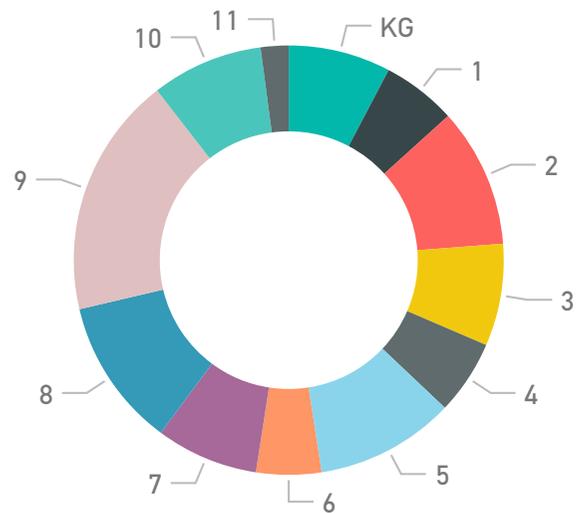
Reach Cyber Charter School

August 31, 2018

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

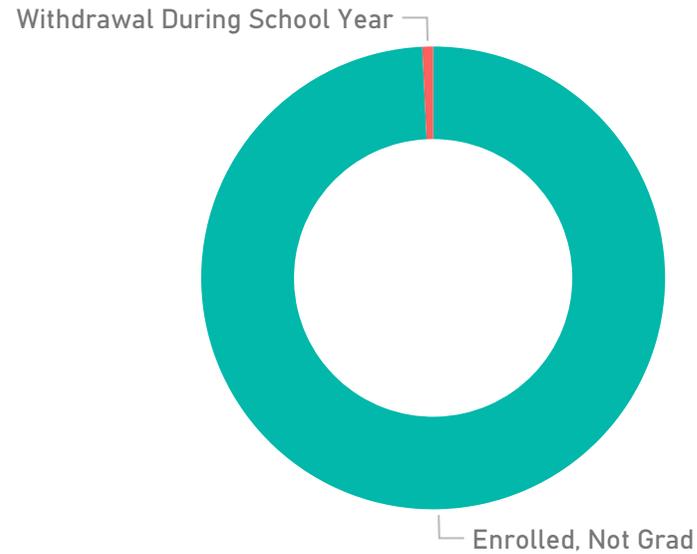


Grade Distribution

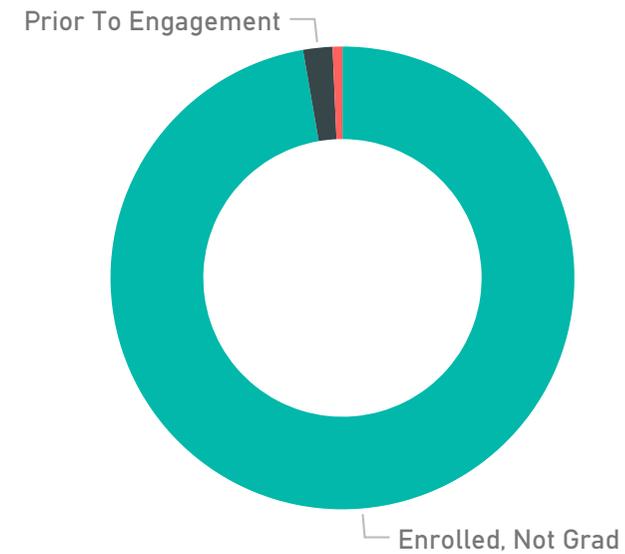
ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	34	24%	335	16%	325	15%
KG	11	8%	115	5%	88	4%
1	8	6%	120	6%	107	5%
2	15	10%	100	5%	130	6%
3-5	34	24%	393	18%	334	16%
3	11	8%	124	6%	88	4%
4	8	6%	112	5%	119	6%
5	15	10%	157	7%	127	6%
6-8	34	24%	695	33%	615	29%
6	7	5%	194	9%	185	9%
7	11	8%	222	10%	194	9%
8	16	11%	279	13%	236	11%
9-12	41	29%	714	33%	849	40%
9	26	18%	349	16%	284	13%
10	12	8%	227	11%	234	11%
11	3	2%	138	6%	221	10%
12					110	5%
Total	143	100%	2137	100%	2123	100%

Reach Cyber Charter School
August 31, 2018

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	143	97%	2156	72%	2123	99%
Prior To Engagement	3	2%	94	3%	2	0%
Withdrawal During School Year	1	1%	754	25%	16	1%
Total	147	100%	3004	100%	2141	100%

Enrollment Services Complete (Stage 4)

2255

Reach Cyber Charter School
August 31, 2018

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	CurrentMonth
Another Reason (EOY Import; See Parent ITW)		38	
Deceased		1	
Different/Better Schooling Option (Not related to socialization)	1	343	8
Getting started with the school was too difficult		3	
Inactivity		186	
Life Change		117	5
Mismatch Academic		18	3
Mismatch Family Schedule		4	
No Reason Given (EOY Import)		3	
Pursue GED		11	
Required Documentation Incomplete		1	
Student wants more socialization		14	
Technical Difficulties		1	
Unhappy with the school (teachers, leadership)		14	

Different/Better Schooling Option (N...

Life Change

Mismatch Academic

Reach Cyber Charter School

August 31, 2018

Household Data

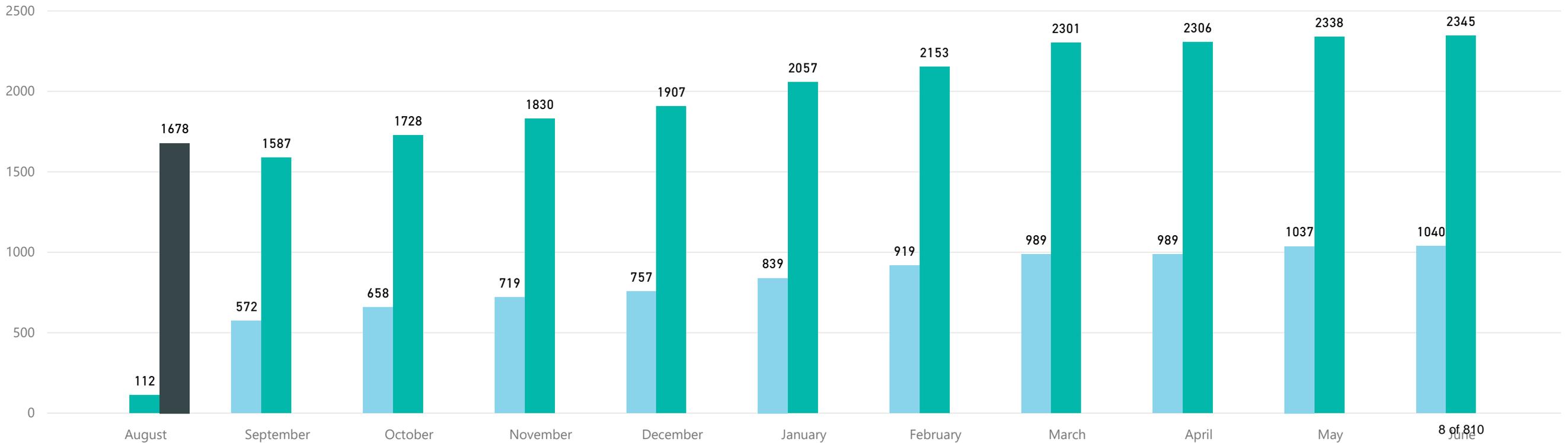
Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	109	1713	1665
WD During School Year	1	607	11
WD Prior To Engagement	3	84	2

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.31	1.26	1.28

Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019



Reach Cyber Charter School
August 31, 2018

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	17	291	304
Not Hispanic or Latino	126	1844	1817

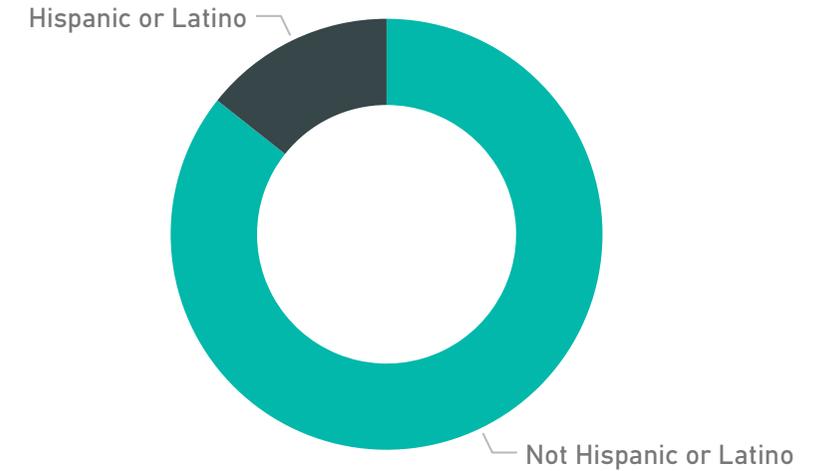
Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	2	85	79
Asian	7	39	47
Black/African American	47	631	561
Native Hawaiian or Other Pacific Islander	1	24	23
White	96	1556	1627

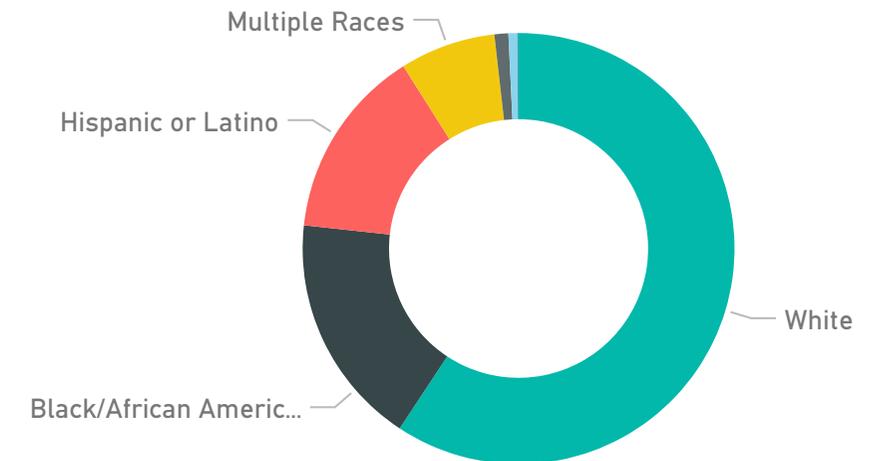
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	1	15	14
Asian	1	18	22
Black/African American	36	438	370
Hispanic or Latino	17	291	304
Multiple Races	9	150	152
Native Hawaiian or Other Pacific Islander	1	2	1
Not Indicated		2	2
Parent refused to report race		1	
White	78	1220	1258

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
			1
F	75	1209	1219
M	68	928	903

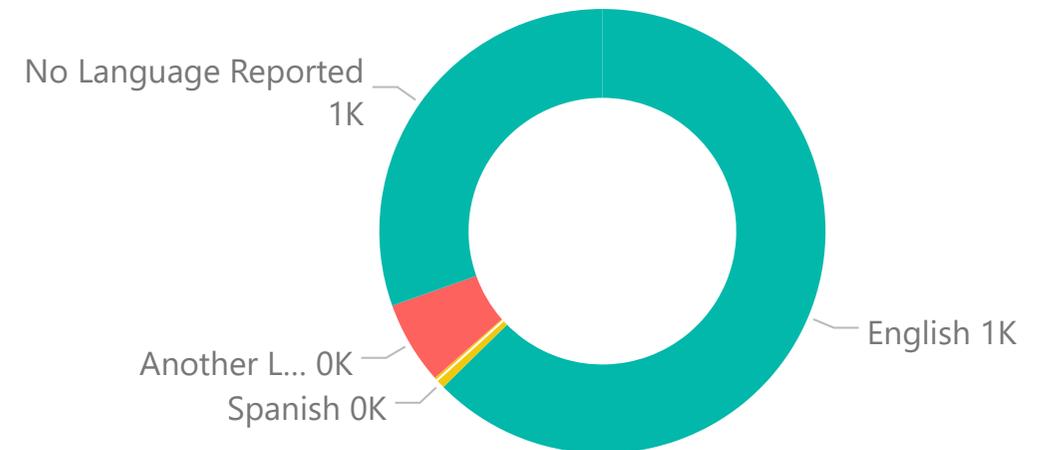
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English		1918	1329
Spanish		12	14
Russian		2	1
Arabic		5	5
Another Language		181	128
No Language Reported	143	19	646

Enrolled Students by Gender



Enrolled Students by Language



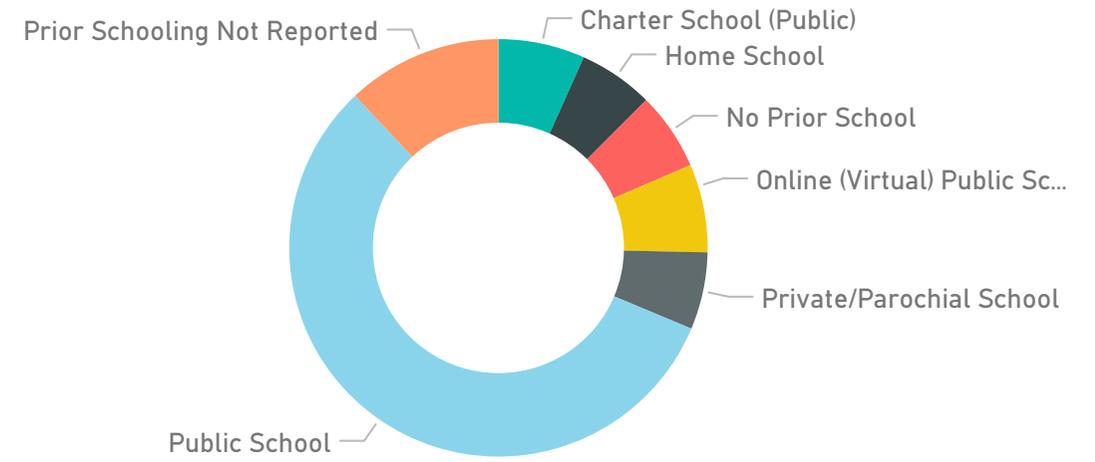
Reach Cyber Charter School August 31, 2018

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	7	150	142
Home School	20	127	123
No Prior School	6	198	128
Online (Virtual) Public School	8	133	145
Private/Parochial School	6	134	127
Public School	82	1317	1203
Prior Schooling Not Reported	14	78	255

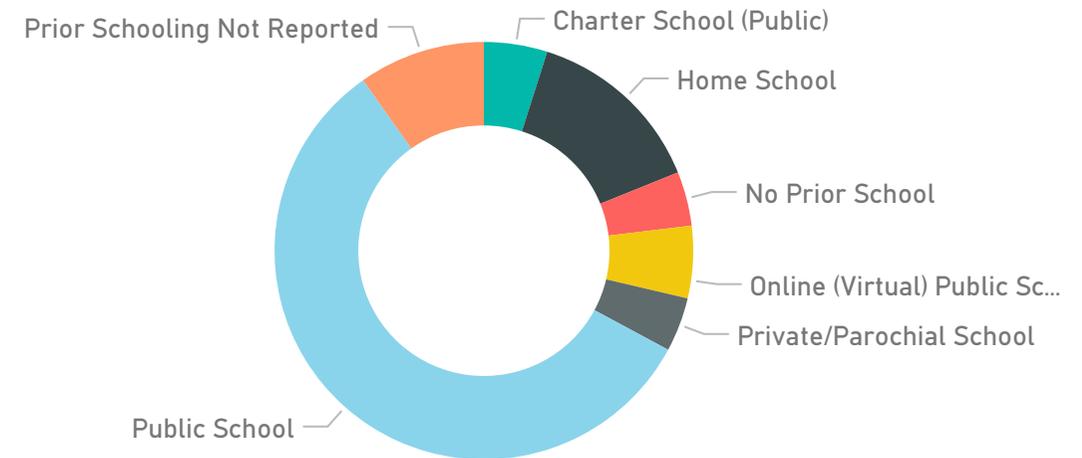
Prior Schooling

August 31, 2018



Prior Schooling

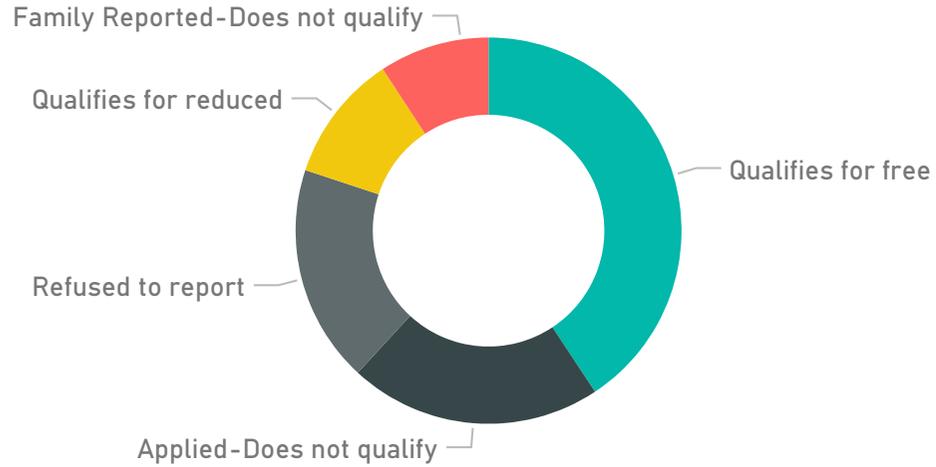
August 31, 2017



Reach Cyber Charter School

August 31, 2018

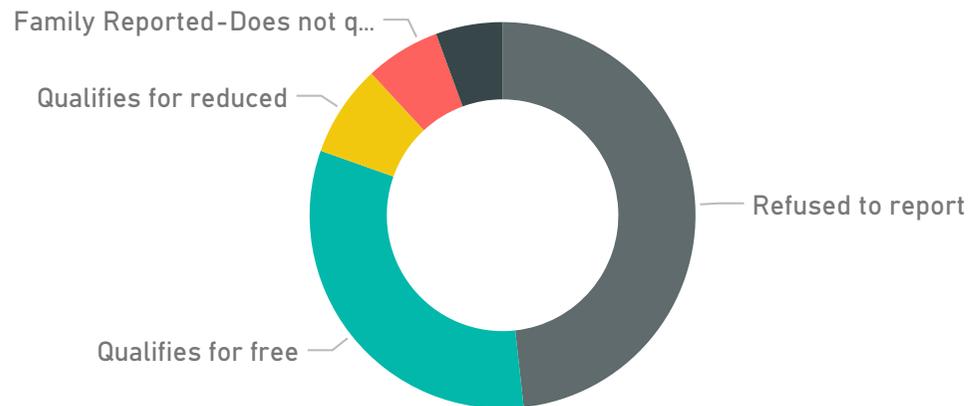
FARM Eligibility
August 31, 2018



Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	3	40	39
Cognitive Disability	1	15	13
Developmentally Delayed	1	1	1
Emotionally Impaired	2	64	54
Multiple Disabilities		1	
Other Health Impaired	4	81	77
Physical Disability	1	1	1
Specific Learning Disability	9	181	153
Speech/Language Impaired		26	25
Visually Impaired		1	1

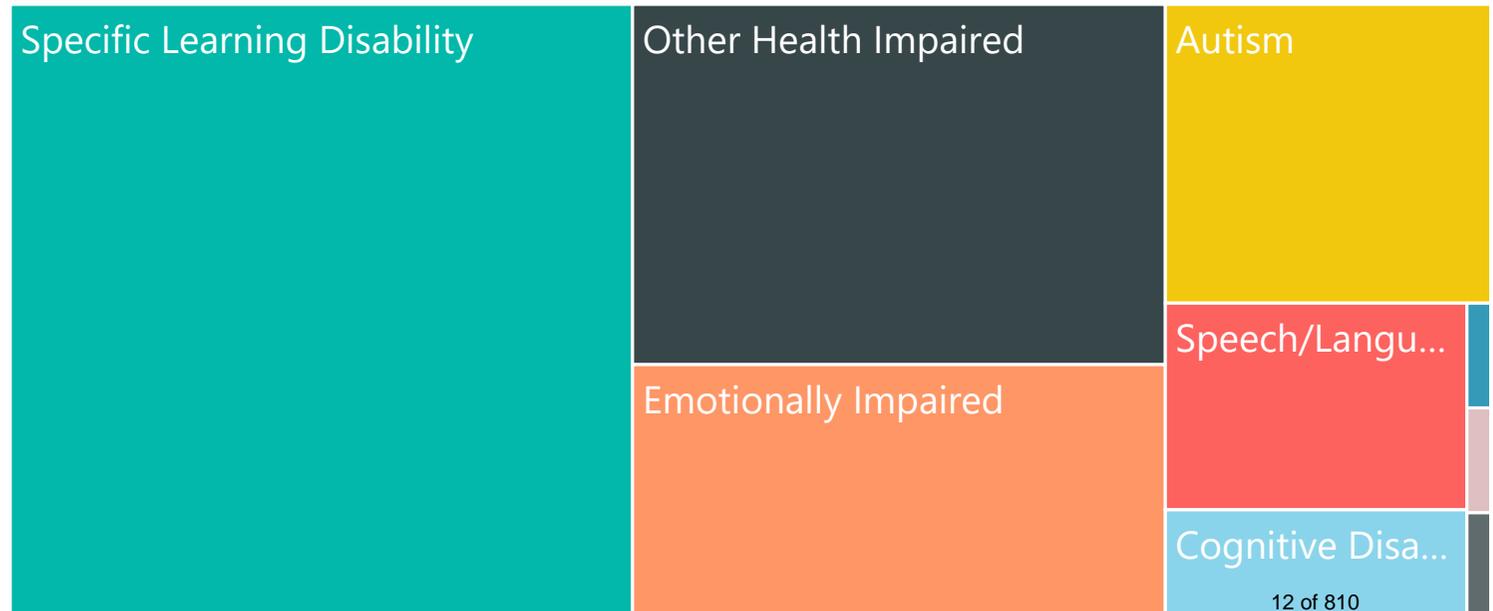
FARM Eligibility
August 31, 2017



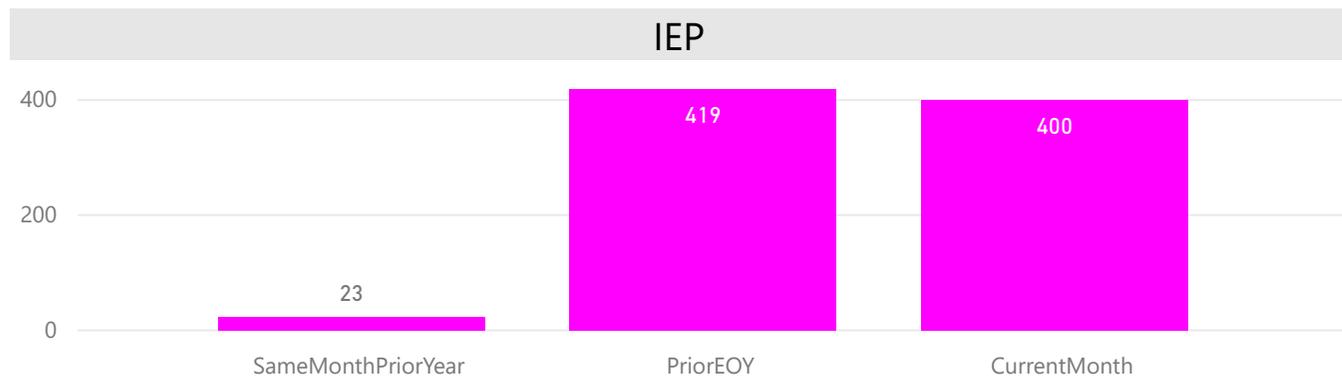
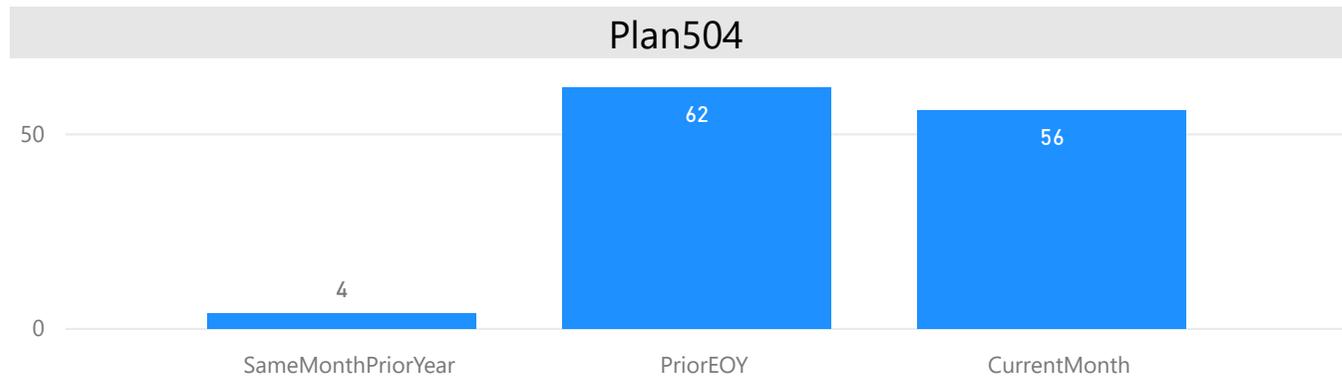
Specific Learning Disability

Other Health Impaired

Autism



Reach Cyber Charter School
August 31, 2018



Currently Enrolled
2123

Gifted
1 %

Plan504
3 %

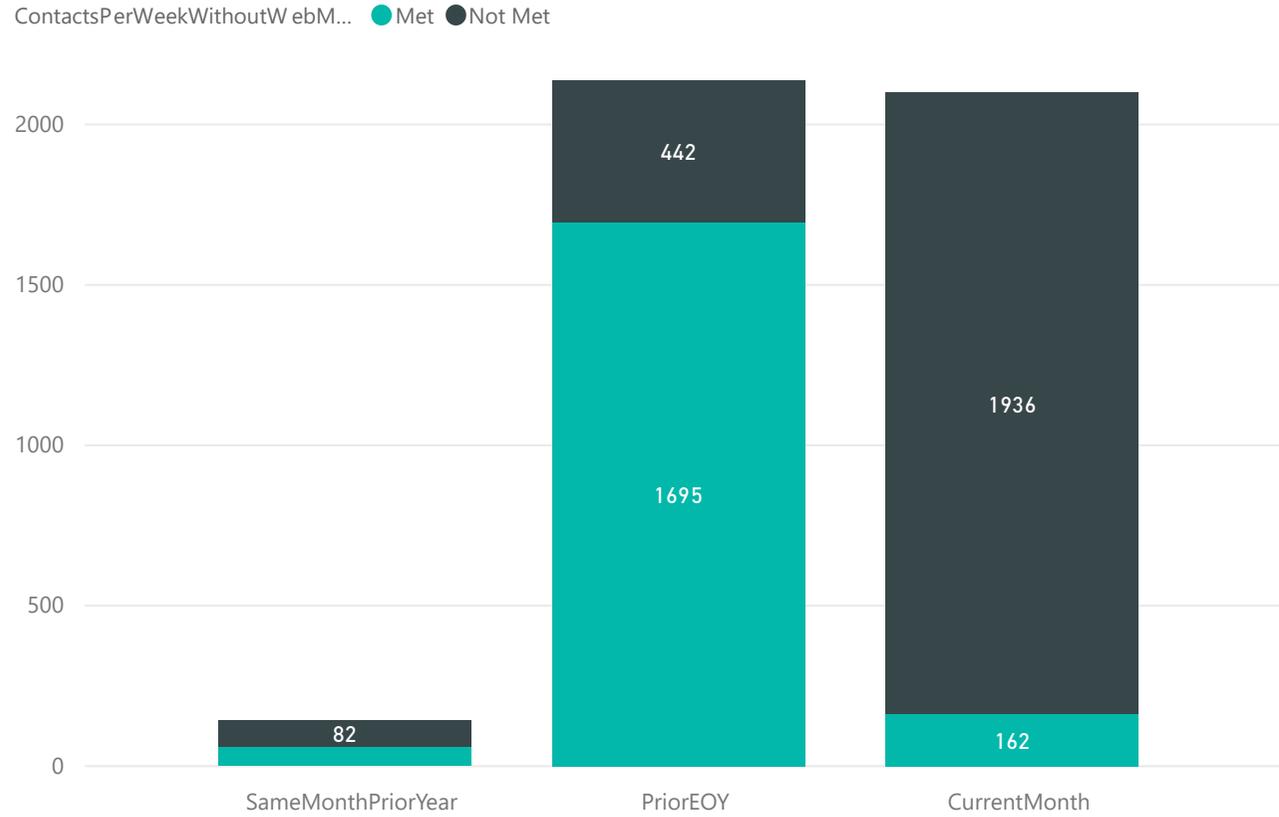
IEP
19 %

Not in Special Population
78 %

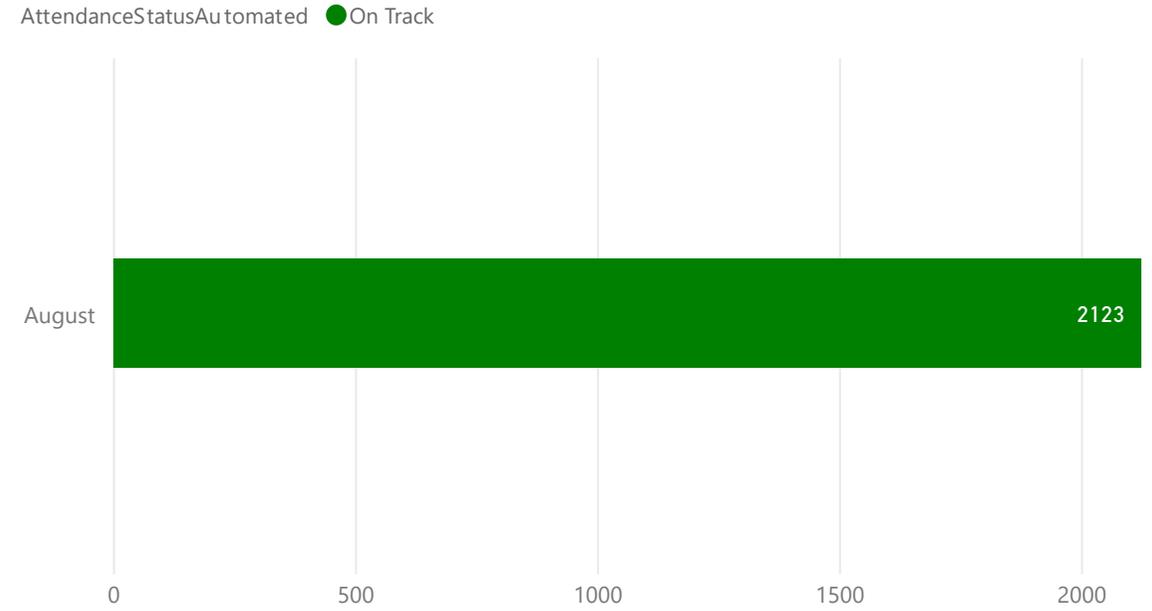
Reach Cyber Charter School

August 31, 2018

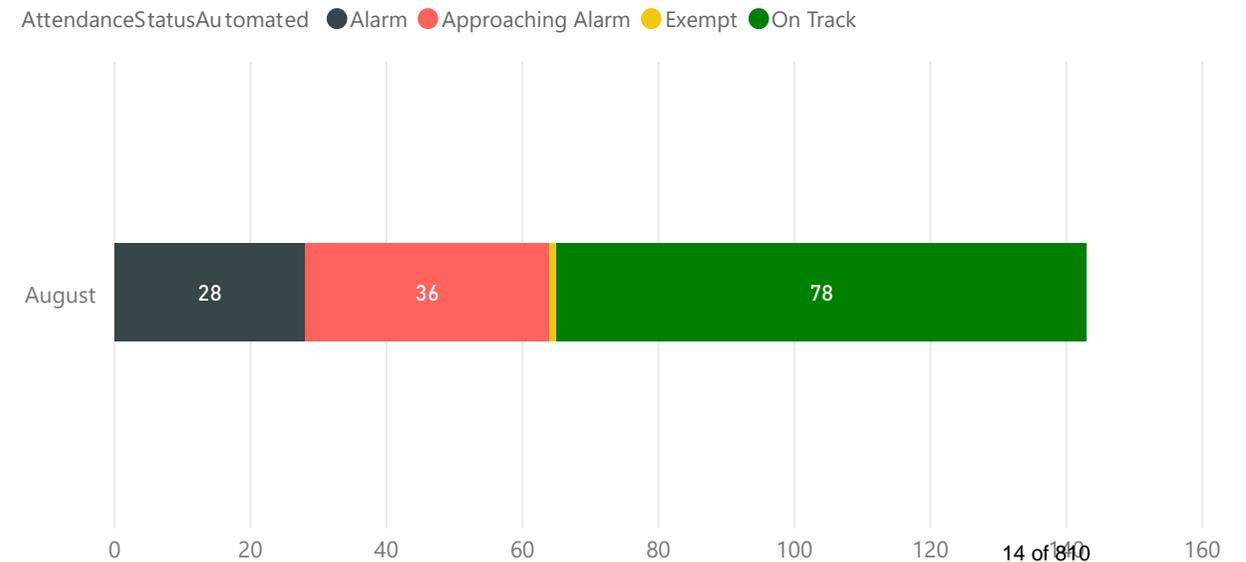
Contacts Per Week



School Year: 2018-2019



School Year: 2017-2018



Currently Enrolled

2123

Reach Cyber Charter School

August 31, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100 %	97 %	100 %
3-5	100 %	95 %	101 %
6-8	97 %	87 %	100 %
9-12	99 %	96 %	99 %
Total	99 %	93 %	100 %

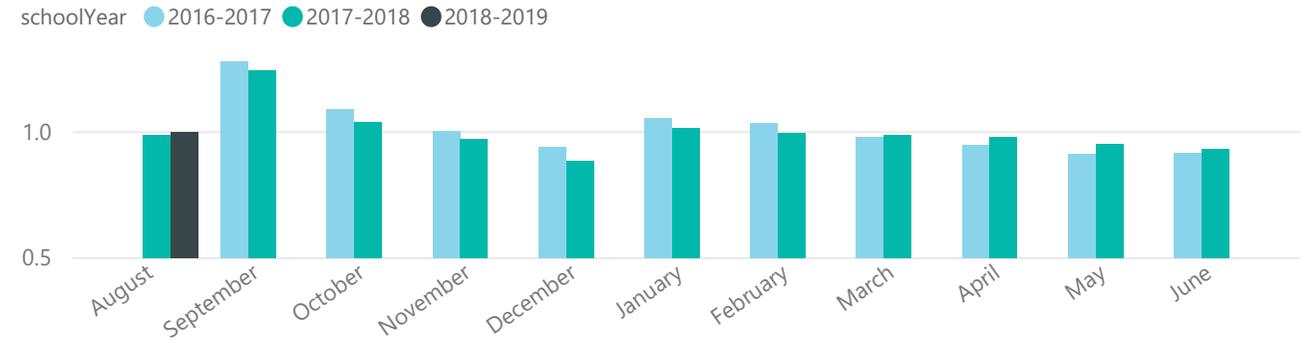
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	95 %	84 %	98 %
3-5	83 %	76 %	80 %
6-8	82 %	68 %	71 %
9-12	77 %	67 %	60 %
Total	84 %	72 %	68 %

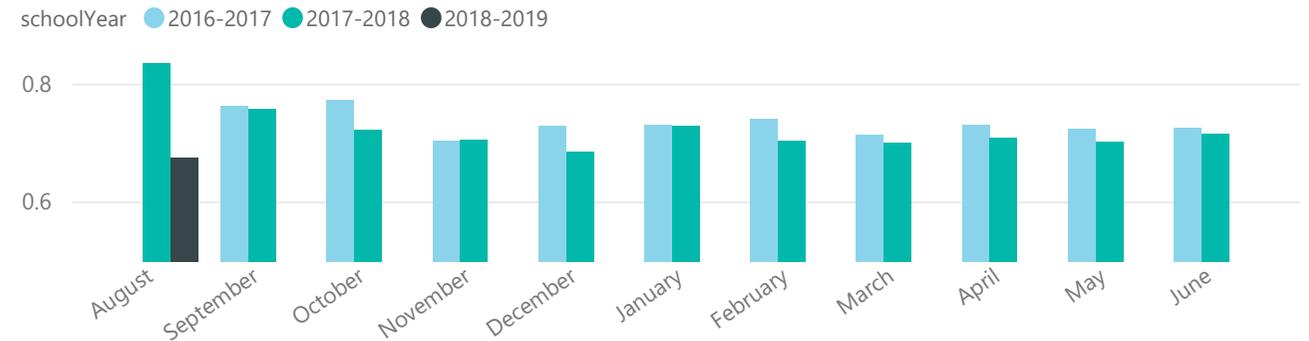
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	85 %	108 %	94 %
3-5	94 %	112 %	93 %
6-8	84 %	107 %	96 %
9-12	91 %	104 %	96 %
Total	89 %	107 %	95 %

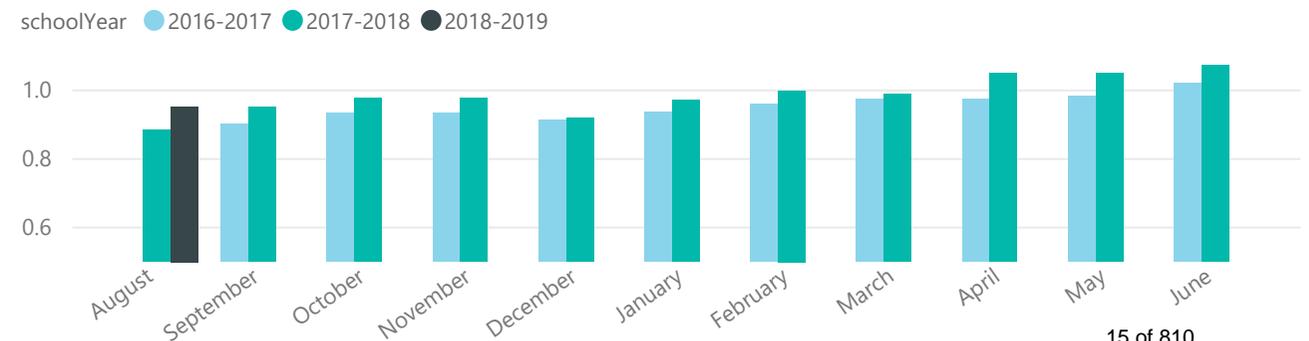
Average Total Participation



Average Total Performance



Average Total Attendance



**Reach Cyber Charter School
Revenue and Expense Statement
For the Period Ended August 31, 2018**

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
<u>Forecasted Enrollment</u>						
Forecasted ADM				2836	2836	0
Forecasted Total Enrollment				4323	4367	-44
Forecasted Funded Enrollment				2800	2800	0
<u>Revenue</u>						
State Funding	-	-	-	34,969,557.63	34,969,557.63	-
Federal & Other Program Funding	-	-	-	1,115,619.85	1,170,000.00	(54,380.15)
Interest Income	1,681.67	1,758.92	3,440.59	-	-	-
Total Revenue	1,681.67	1,758.92	3,440.59	36,085,177.48	36,139,557.63	(54,380.15)
<u>Program Expenses</u>						
Compensation Expense						
Administration Staff	189,668.24	183,201.97	372,870.21	2,906,448.81	3,194,393.75	(287,944.94)
Instructional Staff	-	378,950.09	378,950.09	11,337,919.84	10,956,136.01	381,783.83
Total Compensation Expense	189,668.24	562,152.06	751,820.29	14,244,368.65	14,150,529.76	93,838.89
Fee Based Expenses						
Enrollment/Unit Based Fees	321,245.83	321,245.83	642,491.66	16,467,896.00	16,467,896.00	-
Total Fee Based Expenses	321,245.83	321,245.83	642,491.66	16,467,896.00	16,467,896.00	-
Other School Expenses						
Assessment	325.00	694.87	1,019.87	325,000.00	325,000.00	-
Employee Related	7,236.40	22,258.89	29,495.29	316,250.00	316,250.00	-
Facilities	16,721.55	76,793.92	93,515.47	627,382.00	627,382.00	-
Governance	8,984.05	6,525.31	15,509.36	402,835.98	402,750.00	85.98
Internet Service Provider	-	-	-	-	-	-
Instructional	329.85	1,626.77	1,956.62	226,584.12	226,000.00	584.12
Professional Services	-	-	-	200,000.00	200,000.00	-
Student Related	-	34,941.60	34,941.60	1,625,564.08	1,625,000.00	564.08
Pending Allocation	1,093.54	(471.77)	621.77	-	-	-
Total Other School Expenses	34,690.39	142,369.59	177,059.98	3,723,616.18	3,722,382.00	1,234.18
Total Program Expenses	545,604.46	1,025,767.48	1,571,371.93	34,435,880.83	34,340,807.76	95,073.07
Net Increase (Decrease)	(543,922.79)	(1,024,008.56)	(1,567,931.34)	1,649,296.65	1,798,749.87	(149,453.22)
Beginning fund balance	4,276,250.43	3,732,327.65	4,276,250.43	4,276,250.43	4,791,928.00	-
Ending fund balance	3,732,327.65	2,708,319.09	2,708,319.09	5,925,547.08	6,590,677.87	149,453.22

**Reach Cyber Charter School
Balance Sheet
For the Period Ended August 31, 2018**

ASSETS

Cash and Short Term Investments:

Cash:Checking	\$	619,064.29
Cash:Money market Account		6,308,255.82

Total Cash and Short Term Investments		6,927,320.11
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Other Current Assets:

Grant Receivables		706,454.21
Other Receivables		828.08
Prepaid Rent		15,061.93

Total Other Current Assets		722,344.22
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Other Current Assets:

Security Deposit		8,916.65
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Total other Assets		8,916.65
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Fixed Assets:

Property Plant & Equipment:

Computer Hardware		105,669.74
Leasehold Improvements		98,774.39
Furniture		101,373.97
Accum Depr:Computer Hardware		(19,232.04)
Accum Depr:Leasehold Improvements		(35,935.06)
Accum Depr: Furniture		(14,737.81)

Net Fixed Assets		235,913.19
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Total Assets	\$	7,894,494.17
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LIABILITIES

Current Liabilities:

Due to (from) Connections Academy	\$	12,581.40
Pension Payable		57,666.98
Payroll Taxes Payable		(476.92)
Accounts Payable		47,171.40
Accrued Expenses		19,467.91
Accrued Compensation		120,675.19
Deferred Revenue		3,453,123.04
Payable to District		1,240,052.90

Total Current Liabilities		4,950,261.90
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Total Liabilities		4,950,261.90
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FUND BALANCE

Beginning Fund Balance		4,276,250.43
Invested in Capital		235,913.19
Change in Fund Balance		(1,567,931.34)

Ending Fund Balance		2,944,232.28
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Total Liabilities and Fund Balance	\$	7,894,494.17
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Reach Cyber Charter School
Schedule of Revenue
For the Period Ended August 31, 2018

	July-18	August-18	YTD	Annual	Annual	Actuals vs. Budget Variance
<u>Revenue</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>	
State Funding						
Regular Education Funding	-	-	-	23,635,006.63	23,635,006.42	(0.21)
Special Education Funding	-	-	-	11,334,551.00	11,334,551.21	0.21
Total State Funding	-	-	-	34,969,557.63	34,969,557.63	-
Federal & Other Programs Funding						
Title I	-	-	-	642,867.00	866,000.00	223,133.00
Title IIA	-	-	-	74,959.25	102,000.00	27,040.75
IDEA	-	-	-	351,709.00	192,000.00	(159,709.00)
Title IV	-	-	-	46,084.60	10,000.00	(36,084.60)
Erate	-	-	-	-	-	-
Interest Income	1,681.67	1,758.92	3,440.59	-	-	-
Total Federal & Other Programs Funding	1,681.67	1,758.92	3,440.59	1,115,619.85	1,170,000.00	54,380.15
Total Revenue	1,681.67	1,758.92	3,440.59	36,085,177.48	36,139,557.63	54,380.15

Reach Cyber Charter School
Schedule of Fees and Other Expenses
For the Period Ended August 31, 2018

	July-18 Actual	August-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Actual vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Curriculum and Instructional Support Services	100,477.08	100,477.08	200,954.16	5,155,704.10	5,155,704.00	0.10
Student Connexus License	-	-	-	1,786,876.60	1,786,877.00	(0.40)
Student Technology Assistance Services	94,566.67	94,566.67	189,133.34	3,337,336.42	3,337,336.00	0.42
Enrollment/Placement/Student Support Services	124,118.75	124,118.75	248,237.50	3,035,310.33	3,035,310.00	0.33
School Operations Support Services	-	-	-	1,659,242.55	1,659,243.00	(0.45)
School Business Support Services	-	-	-	408,428.94	408,429.00	(0.06)
Professional Development Services	-	-	-	220,832.72	220,833.00	(0.28)
School Staff Support Services/Human Resources Support	-	-	-	839,164.34	839,164.00	0.34
Facilities Support Services	2,083.33	2,083.33	4,166.66	25,000.00	25,000.00	-
Short Term Substitute Teachers	-	-	-	-	-	-
Direct Course Instruction Support	-	-	-	-	-	-
Total Enrollment/Unit Based Fees	321,245.83	321,245.83	642,491.66	16,467,896.00	16,467,896.00	(0.00)
Total Fee Based Expenses	321,245.83	321,245.83	642,491.66	16,467,896.00	16,467,896.00	(0.00)
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries - Administration	140,764.84	136,311.93	277,076.77	2,140,002.22	2,348,818.20	(208,815.98)
Benefits - Administration	30,968.26	29,988.62	60,956.89	470,800.49	516,740.00	(45,939.51)
Pension - Administration	7,038.24	6,815.60	13,853.84	107,000.11	117,441.91	(10,441.80)
Taxes - Administration	10,896.89	10,085.82	20,982.71	188,646.00	211,393.64	(22,747.64)
Total Administrative Compensation	189,668.24	183,201.97	372,870.21	2,906,448.81	3,194,393.75	(287,944.94)
Instructional Compensation						
Salaries - Teachers	-	287,054.51	287,054.51	8,345,120.51	8,055,982.36	289,138.15
Benefits - Teachers	-	63,151.99	63,151.99	1,835,926.51	1,772,316.12	63,610.39
Pension - Teachers	-	14,352.72	14,352.72	417,256.02	402,799.12	14,456.90
Taxes - Teachers	-	14,390.86	14,390.86	739,616.80	725,038.41	14,578.39
Total Instructional Compensation	-	378,950.09	378,950.09	11,337,919.84	10,956,136.01	381,783.83
Total Compensation	189,668.24	562,152.06	751,820.29	14,244,368.65	14,150,529.76	93,838.89

**Reach Cyber Charter School
Schedule of Fees and Other Expenses
For the Period Ended August 31, 2018**

	July-18	August-18	YTD	Annual	Annual	Actual vs. Budget
	Actual	Actual	Actual	Forecast	Budget	Variance
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment	325.00	694.87	1,019.87	325,000.00	325,000.00	-
Total Assessment	325.00	694.87	1,019.87	325,000.00	325,000.00	-
Employee Related						
Staff Recruiting/Background Checks	-	1,565.28	1,565.28	45,000.00	45,000.00	-
Staff Training/Prof. Dvlpmnt	6,282.40	16,430.17	22,712.57	124,250.00	124,250.00	-
Team Building	-	956.54	956.54	20,000.00	20,000.00	-
Travel- Nurse	-	-	-	7,000.00	7,000.00	-
Travel and Conferences	954.00	3,306.90	4,260.90	120,000.00	120,000.00	-
Total Employee Related	7,236.40	22,258.89	29,495.29	316,250.00	316,250.00	-
Facilities						
Capital Outlay	-	52,246.68	52,246.68	135,000.00	135,000.00	-
Copiers/ Reproduction	492.26	531.85	1,024.11	14,000.00	14,000.00	-
Internet	-	1,018.68	1,018.68	15,000.00	15,000.00	-
Maintenance & Repairs	-	4,350.50	4,350.50	28,000.00	28,000.00	-
Office Postage	-	1,007.21	1,007.21	18,000.00	18,000.00	-
Office Supplies	757.36	2,101.26	2,858.62	64,000.00	64,000.00	-
Office Rent	15,061.93	15,513.79	30,575.72	285,262.00	285,262.00	-
Other School Expense	-	-	-	9,000.00	9,000.00	-
Rent Operating Expense	-	-	-	21,120.00	21,120.00	-
Small Office Equipment	410.00	-	410.00	35,000.00	35,000.00	-
Telephone	-	23.95	23.95	3,000.00	3,000.00	-
Total Facilities	16,721.55	76,793.92	93,515.47	627,382.00	627,382.00	-
Governance						
Banking Fees	251.05	278.15	529.20	3,000.00	3,000.00	-
Board-Related Expenses	-	1,144.18	1,144.18	20,000.00	20,000.00	-
Charter School Initiatives (Board Designations)	-	-	-	250,000.00	250,000.00	-
Dues	4,989.00	5,102.98	10,091.98	10,091.98	9,750.00	(341.98)
External Audit	-	-	-	16,000.00	16,000.00	-
D&O Insurance	3,744.00	-	3,744.00	3,744.00	4,000.00	256.00
Insurance Expenses	-	-	-	100,000.00	100,000.00	-
Total Governance	8,984.05	6,525.31	15,509.36	402,835.98	402,750.00	(85.98)
Internet Service Provider						
ISP Payment Reimbursement	-	-	-	-	-	-
Total Internet Service Provider	-	-	-	-	-	-
Instructional						
Other Curriculum	329.85	254.27	584.12	584.12	-	(584.12)
STEM Programmatic Expenses	-	1,372.50	1,372.50	226,000.00	226,000.00	-
Total Instructional	329.85	1,626.77	1,956.62	226,584.12	226,000.00	(584.12)
Professional Services						
Accounting Services	-	-	-	170,000.00	170,000.00	-
Contract School Staff	-	-	-	-	-	-
Legal Services	-	-	-	30,000.00	30,000.00	-
Other Consultants	-	-	-	-	-	-
Total Professional Services	-	-	-	200,000.00	200,000.00	-
Student Related						
Contracted Pupil Health Support	-	-	-	10,000.00	10,000.00	-
Extracurricular Activities	-	-	-	70,000.00	70,000.00	-
Graduation Expense	-	-	-	35,000.00	35,000.00	-
Student Technology Support Stipend	-	-	-	740,000.00	740,000.00	-
School Meals	-	-	-	-	-	-
SPED Related Services	-	32,377.52	32,377.52	768,000.00	768,000.00	-
Student Printers	-	-	-	-	-	-
Student Activities	-	2,564.08	2,564.08	2,564.08	2,000.00	(564.08)
Total Student Related	-	34,941.60	34,941.60	1,625,564.08	1,625,000.00	(564.08)
Pending Allocation						
Expenses Pending Allocation	1,093.54	(471.77)	621.77	-	-	-
Total Pending Allocation	1,093.54	(471.77)	621.77	-	-	-
Total Other Expenses	34,690.39	142,369.59	177,059.98	3,723,616.18	3,722,382.00	(1,234.18)



Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, August 22, 2018 at 9:00 a.m.

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

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:09 a.m. when all participants were present and able to hear each other.

Board Members Present: David Taylor, Joe Harford, Dave Biondo, Paul Donecker and Alex Schuh (via phone);

Board Members Absent: Gail Hawkins-Bush;

Guests: Jane Swan, School Leader; Karen Yeselavage, LeeAnn Richie and Scott Stuccio, School Staff; Kevin Corcoran, Charter Choices, Financial Consultant (in person); Andrew Pasquinilli, Amanda Jay, Mindy Whisman 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. Taylor asked the Board to review the agenda distributed prior to the meeting. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the August 22, 2018 regular 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. Back to School Activities, Staffing and Training Update

Ms. Swan discussed with the Board back to school activities planned across the state in the coming weeks for students, families and staff. She also updated the Board on staffing levels, as

well as professional development planned for both new and returning staff to start the school year.

ii. Enrollment Update

Ms. Swan advised the Board that the school's enrollment is consistently growing, and she expects them to hit their enrollment goal for the school year. She further provided updates as to the number in other stages of the enrollment process.

iii. Intensive Instruction Update

Ms. Swan reviewed this initiative with the Board, including specific planning efforts with staff members. Board members had discussion with Ms. Swan regarding the focus on math and language arts, and the number of intensive sessions students will be required to attend per week. The Board expressed their support of the plan.

iv. Connections Academy Summer Leadership Conference

Ms. Swan discussed the recent CA Leadership Conference, held annually in Baltimore. She reviewed many of the topics covered at the retreat, as well as mentoring and networking opportunities for her and other school leadership team members.

b. Financial Report

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

i. Unaudited 2017-2018 Financial Results

Ms. Whisman reviewed the unaudited financial results from the previous school year with the Board, highlighting specific areas of interest in discussion with the Board. Mr. Corcoran provided the Board with an update on the upcoming annual audit process to begin prior to the next meeting.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the June 29, 2018 Annual Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s) for June;
- d. Approval of LiveSpeech Invoice(s);
- e. Approval of Math Time to Talk Invoice(s); and
- f. Approval of 2018-2019 Base Salaries and Incentive Percentage and Career Ladder Positions; are hereby approved.

The motion passed unanimously.

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

Ms. Swan reviewed with the Board the background and intended changes to the school's Attendance Policy, and requested a Board Designee be appointed to work with her to finalize prior to the next Board meeting. She also advised of the timing and desire for the school to be able to utilize the updated policy as soon as possible. The Board discussed the policy revisions, and Mr. Taylor volunteered to act in this capacity, if the Board supported. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that David Taylor as Board Designee to work with School Leader on revision(s) to the 2018-2019 school year State Specific School Handbook: Attendance Policy, as discussed, is hereby approved.

The motion passed 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. Jay reviewed the final stages of the charter renewal document review, and anticipated timeline for submission.

- i. EMO Evaluation Update

Ms. Arthur reminded the Board of the timing associated with the EMO evaluation process, and intent to include the final results in the school's charter renewal documentation submission.

- 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.

[Ms. Jay left the meeting at 9:30 a.m.]

- i. School Operations Metrics

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

- ii. Teacher Professional Development Products and Services for the 2018-2019 School Year

Mr. Pasquinilli reviewed the professional development products and services for school staff, as offered by POBL for the 2018-2019 school year. He discussed the various levels

and delivery models of professional learning opportunities available to staff members based on years of service and experience. He and Ms. Swan also highlighted the additional training and development opportunities offered by school leadership.

d. Board Support Update

Ms. Arthur provided the Board with an update on support services and personnel provided to the school and Board by POBL.

e. Conflict of Interest Statements Reminder

Ms. Arthur thanked the Board for their prompt completion of the annual conflict of interest statements required per Board policy.

f. Fall Board Retreat Planning – Tentative Date: October 17th

Ms. Arthur discussed this item with the Board. The Board confirmed their intent to hold a retreat from approximately 9 am to 4 pm on October 17th, near Harrisburg. Board members had discussion on logistics, and Ms. Arthur indicated there would be additional discussion at the next meeting.

g. Board Training and Conference Attendance Planning for 2018-19

Ms. Arthur reviewed the upcoming trainings and conferences that have been identified that may interest members of the Board. The Board discussed the advantages of attending the National Charter Schools Conference and the National School Boards Association Conference, as well as local opportunities. The Board indicated their support of Board members making an effort to attend upcoming training opportunities, and that ongoing discussion on training opportunities was welcomed.

Mr. Corcoran and members of the Board discussed the upcoming PA Coalition of Public Charter Schools Conference on October 12, 2018, and benefits of attendance.

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

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

Open Session resumed at 9:57 a.m. via a roll call vote. No action was taken during Executive Session.

IX. Review and Consideration of Action(s) Necessary Based on Executive Session

Mr. Taylor reminded the Board of the discussion held in Executive Session regarding a recent settlement, and communications with Board Counsel. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Settlement Agreement with Student X, as discussed, is hereby approved.

The motion was approved unanimously.

X. Adjournment and Confirmation of Next Meeting – Wednesday, September 19, 2018 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting date is Wednesday, September 19, 2018 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 9:58 a.m.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Bixler, Caitlyn W.	Teacher - Elementary	\$41,000.00	0.04	08/21/2018
Bogdan, Mark E.	Teacher - Secondary	\$41,500.00	0.04	08/21/2018
Borda, Cassie J.	Teacher - Special Edu	\$46,500.00	0.04	08/21/2018
Bouldin, Jolie R.	Teacher - Secondary	\$41,000.00	0.04	08/21/2018
Brown, Amanda R.	Teacher - Secondary	\$42,500.00	0.04	09/04/2018
Brudowsky, Amanda S.	Teacher - Secondary	\$44,000.00	0.04	08/21/2018
Burt, Judith L.	Teacher - Special Edu	\$45,500.00	0.04	08/21/2018
Carulli, Kaycee R.	Teacher - Special Edu	\$41,000.00	0.04	08/21/2018
Cole, Jennifer T.	Teacher - Secondary	\$46,500.00	0.04	08/21/2018
DeMarco, Jennifer K.	Teacher - Secondary	\$48,500.00	0.04	08/21/2018
Diegel, Cristen M.	Teacher - Special Edu	\$45,500.00	0.04	08/21/2018
DiMauro, Samantha	Teacher - Secondary	\$40,500.00	0.04	08/21/2018
Fairman, Chelsea	Teacher - Elementary	\$43,500.00	0.04	09/04/2018
Fritzges, Jessica A.	Teacher - Secondary	\$44,000.00	0.04	08/21/2018
Gornic, Amanda E.	Reading Specialist	\$46,500.00	0.04	08/21/2018
Graw, Sarah L.	Teacher - Special Edu	\$42,000.00	0.04	08/21/2018
Hill, Bianca	Teacher - Special Edu	\$44,500.00	0.04	08/21/2018
Jaskelewicz, Susan M.	School Counselor	\$44,500.00	0.04	08/31/2018
Klinger, Francesca L.	Teacher - Special Edu	\$44,000.00	0.04	08/21/2018
Lane, Stephanie	Teacher - Elementary	\$46,500.00	0.04	08/21/2018
Lisica, Rachael B.	School Counselor	\$42,500.00	0.04	08/21/2018
Martin, Jessica M.	Teacher - Secondary	\$41,000.00	0.04	08/21/2018
McCurdy, Gregory C.	Dir of Special Edu	\$95,000.00	0.12	08/14/2018
McDonald, Bridget M.	Social Worker	\$53,000.00	0.04	09/04/2018

McGahee, Karen	Teacher - Secondary	\$43,000.00	0.04	08/29/2018
Melton, Chloe A.	Teacher - Elementary	\$39,000.00	0.04	08/21/2018
Mentzer, Adam	Social Worker	\$48,500.00	0.04	08/27/2018
Miller, Kayla M.	Teacher - Special Edu	\$42,000.00	0.04	08/21/2018
Minnick, Sarah A.	Teacher - Secondary	\$44,000.00	0.04	08/21/2018
Moyer, Travis A.	Teacher - Secondary	\$41,000.00	0.04	08/21/2018
Naro, Stephanie	School Counselor	\$41,000.00	0.04	08/21/2018
Newcomer, Ashley	Teacher - Special Edu	\$43,000.00	0.04	08/21/2018
Newell, Maura C.	Teacher - Special Edu	\$45,000.00	0.04	09/04/2018
Nottingham, Margret	Teacher - Special Edu	\$47,500.00	0.04	08/27/2018
Pfrogner, Donna M.	School Counselor	\$48,000.00	0.04	08/21/2018
Pronio, Mary F.	Gifted Education Spec	\$48,500.00	0.04	08/21/2018
Purnell, Daniel M.	School Counselor	\$49,500.00	0.04	08/21/2018
Rankin, Racquel	School Counselor	\$44,500.00	0.04	09/04/2018
Rychtarsky, Pamela L.	Teacher - Secondary	\$44,000.00	0.04	08/21/2018
Serfass, Amy Y.	Teacher - Secondary	\$44,000.00	0.04	08/21/2018
Simko, Kelly M.	Teacher - Secondary	\$48,500.00	0.04	08/21/2018
Slother, Tania A.	Teacher - Special Edu	\$45,500.00	0.04	08/21/2018
Spindler, Amber L.	Teacher - Special Edu	\$45,500.00	0.04	08/27/2018
Spofford, Fredrick H.	School Counselor	\$43,000.00	0.04	08/21/2018
Talley, Tammy I.	School Counselor	\$45,500.00	0.00	08/21/2018
Thiel, Kathleen M.	Teacher - Secondary	\$49,500.00	0.04	08/21/2018
Thomas, Meaghan	Teacher - Secondary	\$42,000.00	0.04	09/04/2018
Vargas, Beth A.	Teacher - Elementary	\$44,500.00	0.04	08/21/2018
Webber, Jennifer L.	Teacher - Secondary	\$45,000.00	0.04	08/21/2018
Yahner, Jaissa L.	Teacher - Special Edu	\$48,500.00	0.04	08/21/2018

Departing Employees

Name	Area	Last Day Worked	Reason
Polonsky, Kimberly A.	Social Worker	08/17/2018	Career Change

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Anderson, Kaelin K.	Teacher - Special Edu	Teacher - Secondary	\$42,630.00	0.05	08/16/2018
Eichelberger, Milvana	Teacher - Elementary	Reading Specialist	\$41,715.00	0.05	08/16/2018
McCray, June E.	Teacher - Special Edu	504 Coordinator	\$52,000.00	0.05	08/16/2018
Perri, Emily S.	Teacher - Elementary	Math Specialist	\$47,508.75	0.05	08/16/2018
Remaley, Catherine J.	Teacher - Special Edu	Teacher - Elementary	\$45,423.00	0.05	08/21/2018
Scheib, Eric J.	Teacher - Secondary	State Testing Coordinator	\$60,000.00	0.05	08/16/2018
Testa, Bradley C.	Principal I	Principal II	\$90,000.00	0.18	09/04/2018
Vitorio, Lauren M.	Teacher - Special Edu	Teacher - Elementary	\$42,230.00	0.05	08/16/2018
Vukmanic, Jill A.	Teacher - Elementary	School Counselor	\$43,000.00	0.05	08/21/2018
Wiedman, Erik A.	School Counselor	Mgr of Counseling Svcs	\$68,200.00	0.10	08/21/2018

CAITLYN W. BIXLER
 3494 Route 130
 Irwin, PA 15642
 Cell: 724-771-7954
 cbixler12@gmail.com

EDUCATION:

University of Pittsburgh, Pittsburgh, PA, May, 2011
 Elementary Education Teacher's Professional Certificate
 Other Certifications: Business, Computers, & Information Technology K-12

Duquesne University, Pittsburgh, PA
 Bachelor of Science in Business Administration, Graduated May 2007
 Concentration: Accounting
 Honors: Dean's List, Atlantic 10 Commissioner's Honor Roll and Director of Athletics Honor Roll

ACTIVITIES:

Alumni of the Duquesne Women's Varsity Swim Team

COMPUTER SKILLS:

Proficient in Microsoft (Excel, Power Point, Word)
 Knowledge of SMARTBoard, Promethean Board, Skyward, United Streaming, Bloomboard

TEACHING EXPERIENCE:

Sloan Elementary, Murrysville, PA, Long-term, K-5 Computer teacher 2016-2017

- Led classroom instruction in basic computer keyboard & Internet usage
- Promoted trial-and-error approach to student computer problem-solving
- Provided student progress feedback on a regular basis
- Managed a relaxed & rigorous classroom environment
- Led classroom instruction in both computer theory & practical applications
- Maintained & updated student attendance records on a daily basis
- Collaborated with other Special teachers on certain projects
- Implemented accommodations for students w/ IEP's, 504's, & other necessary concerns

Franklin Regional SD, Norwin SD, Penn Trafford SD, Gateway SD, Substitute 2011-2016
 Kiski Area SD, Building Sub 2015-2016

McCullough & Sunrise Elementary, Harrison City, PA, Long-term 1st, 2nd, 5th 2013-2015 2010 1st Grade Student Teacher

- Differentiated instruction to meet the varied needs of all students
- Created and implemented the 4 district goals into my daily lesson plans
- Full classroom responsibility in providing enhancement of the learning process
- Gathered data to track progress and adjust curriculum as needed for all students
- Implemented a classroom management system that increased positive behavior
- Established and maintained a good rapport with students and parents
- Worked with small groups to enhance skills they were lacking
- Created quizzes, other forms of assessments, and rubrics
- Used technology in the classroom when appropriate
- Attended & participated during in-service days and PLC meetings
- Maintained & created a daily behavior chart for certain students

Sunrise Elementary, Harrison City, PA, Long-term SLA (Student Learning Assistant), Resource Teacher 2013-2015 2010 1st Grade Student Teacher

- Differentiated instruction to meet the varied needs of all students
- Worked with small groups to enable a learning environment based on their ability
- Used technology, hands-on activities, and games when appropriate
- Worked closely with grade-level teams/attended PLC meetings

OTHER RELATED EXPERIENCE:

Self-employed, Harrison City, PA, Swimming Instructor 2002-Present
 Penn Trafford Aqua Club, Harrison City, PA, Assistant Swim Coach 2011-2015
 Franklin Regional SD, Murrysville, PA, Assistant HS Varsity Swim Coach 2011-2014
 Franklin Regional School District, Murrysville, PA, Swim Instructor 2012
 Murrysville Swim Club, Murrysville, PA, Assistant Swim Coach 2011

OTHER WORK EXPERIENCE:

UPMC, Pittsburgh, PA, Accountant 2007-2010

Mark Bogdan
18 Belvedere Drive Cell: 717-645-6091
Mechanicsburg, PA 17055 bogdan.mark@gmail.com

CERTIFICATIONS

10/2015 Pennsylvania Secondary English
10/2013 Pennsylvania Secondary Social Studies

EDUCATION

11/2011-10/2013 Pennsylvania Post-Baccalaureate Teaching Cert., Secondary Social Studies
Drexel University, Philadelphia, PA GPA: 3.52

12/2007-6/2009 Master of Arts, Military History GPA: 3.80
Norwich University, Northfield, VT, Graduated With Honor

8/2003-5/2007 Bachelor of Arts, Corporate Communication, GPA: 3.74
Bachelor of Arts, History, GPA: 3.44
Lycoming College, Williamsport, PA, Magna cum Laude

8/1999-6/2003 High School Diploma, National Honor Society
Mechanicsburg Area Senior High, Mechanicsburg, PA

RELATED EXPERIENCE

9/2016-6/2017 Long Term Learning Support Substitute Teacher
Eagle View Middle School, Mechanicsburg, PA
- Constructed rigorous lesson plans using differentiated instruction
- Implemented varied teaching strategies to engage students in active and collaborative learning

1/2016-6/2017 Designated Substitute
Eagle View Middle School, Mechanicsburg, PA
- Performed duties of regular teacher as a daily building substitute
- Fostered learning in varied classroom environments, including core subjects, cultural arts, emotional support

10/2015-11/2015 Social Studies Teacher
Abraxas Academy, Morgantown, PA
- Developed and implemented Sanctuary-based Social Studies lessons that emphasized Abraxas Key Principles
- Demonstrated physical restraint proficiency as part of Crisis Intervention

10/2014-6/2015 Long Term Social Studies Substitute Teacher
Waynesboro Area Senior High School, Waynesboro, PA
- Created and executed lesson plans for use in a blended classroom
- Collaborated with colleagues on Student Learning Objectives and World History Curriculum

1/2014-6/2014 Extended Day-to-Day Substitute Teacher
Mechanicsburg Area Senior High School, Mechanicsburg, PA
- Performed duties of Social Studies teacher (Jan/Feb) and Project DREAMS Coordinator (April/May/June)
- Assisted students with scheduling job shadows, writing reflections, and preparing oral presentations

Cassie J. Borda
 1 Winesap Court
 Sewell, NJ 08080
 (610) 212-9608
 cassieborda@gmail.com

PROFESSIONAL OBJECTIVE: To work as a Special Education Teacher in an invigorating, supportive environment dedicated to educating children and helping them reach their goals.

EDUCATION

- Gwynedd-Mercy College, Gwynedd Valley, PA
- Bachelor of Science January 2008: Major - Elementary & Special Education
- Saint Joseph's University, Philadelphia, PA
- Master of Science January 2012: Major - Criminal Justice
- Academic Specialty: Behavior Analysis

CERTIFICATION

- New Jersey State Certification
- Elementary School Teacher (Gr. K-6)
- Teacher of Students with Disabilities
- New Jersey State Certification of Eligibility with Advanced Standing
- Elementary School Teacher (Gr. K-6)
- Teacher of Students with Disabilities
- Pennsylvania State Instructional Level I Certification
- Elementary Education (Gr. K-6)
- Special Education (Gr. N-12)

EMPLOYMENT

Harrison Township School District, Mullica Hill, NJ (Sept. 2017-Present)
 Substitute Teacher

- Classroom Management
- Implement lesson plans

Source4Teachers, Cherry Hill, NJ (Sept. 2017-Present)
 Substitute Teacher

- Classroom Management
- Implement lesson plans

Deptford Township Public Schools (Dec. 2015-June 2017)
 5th/6th Special Education Teacher

- Designed and implemented standards driven lessons
- Developed and implemented IEP goals
- Assessment & Collecting data
- Successfully diminished problem behaviors
- Participated on Committees
- Collaborated with grade teachers, special education teaching team, specialists, psychologists, and principal

Source4Teachers, Cherry Hill, NJ (Sept. 2014-November 2015)
 Long Term Substitute Teacher (Shady Lane, Oak Valley Elementary)

- Developing and implementing daily lesson plans
- Classroom Management
- Differentiation Instruction
- Staff Meetings and Professional Development
- Implementing individual students IEP goals

Daily Substitute Teacher (Deptford Township SD & Gloucester Township SD)

- Classroom Management
- Implement lesson plans

Black Horse Pike Regional School District, Blackwood, NJ (Sept. 2011-June 2014)
 Job Coach/1:1 Aide

- Model job skills and supervised students at work sites
- Assisted teacher with instruction as necessary
- Collected data

CCRES Inc. (Home & Community Services), Downingtown, PA (January 2007-August 2011)
 Therapeutic Staff Support

- Implemented treatment plan protocols into successful interventions (e.g. ABA/Social Skills)
- Successfully diminished problem behaviors from clients so maximum learning can be achieved
- Collected behavior data
- Communicated daily with treatment plan team

Harmony Theater, Gwynedd Valley, PA (September 2004 -May 2007)
 Student Director

- Ensure the safety and health of approximately 65 adults with disabilities
- Organized and maintained essential documentation
- Assisted in the planning of the annual programs

STUDENT TEACHING

Samuel Gompers Elementary, Philadelphia, PA, Fall 2012
1st Grade All Inclusive Teacher

Vernfield Elementary School, Souderton, PA Summer 2012
Special Education (Autistic Support K-4)

METHODS PRACTICUM
Montgomery County Intermediate Unit, Fall 2006
Schwenksville Elementary School

VOLUNTEER EXPERIENCE

- Pet Foster with PACT for Animals providing foster care for companion animals whose owners are on military employment or hospitalized
- Volunteer with Therapy Pets Unlimited providing dog assisted therapy at Washington Township Senior Living

REFERNECES:

- Available upon request

Jolie Bouldin

1136 Robinhood Ct, Apt D • Harrisonburg, VA 22801 • Phone: 484-802-9922 • Email: joliereneduhon@gmail.com

OBJECTIVE: To obtain a full time position as the Secondary Art Teacher for Connections Education.

EDUCATION:

Bachelor's Degree in K-12 Art Education, Shippensburg University, 2014

G.P.A 3.904

Certification: Pennsylvania and Virginia Art K-12 Teaching License

HONORS:

Exemplary teacher rating in professional review, 2015 & 2016

APSCUF Award, 2014

Dora Addams Scholarship, 2010 - 2014

Richard S. Hosfeld Memorial Scholarship, 2010 - 2014

Dean's List, 2010 - 2014

STUDENT TEACHING:

Ben Chambers Elementary School, Chambersburg P.A., January - March 2010

Lurgan Elementary School, Lurgan P.A., January - March 2010

Shippensburg Area Senior High School, Shippensburg P.A., March 2010-May 2010

Grace B. Luhrs Elementary School, P.A., March 2010 - May 2010

INTERNSHIP:

Shape Gallery Summer Art Camp Passage to India, Shippensburg P.A.

July 2013 - Aug 2013

Primary teacher of children ages 6-12

Analyzed Indian culture through experiments in tie-dye, batik, and wax resist

Organized and prepared an art show for students, parents, and the community

EXHIBITIONS:

Century Link Corporate Office Art Exhibition, 2012-2014

SU Student Art Exhibition, May 2013

Art Faculty Selects, SU Kauffman Gallery, June 2013-Sept 2013

Paintings Solo Exhibition, SU Brindle Student Art Gallery, Nov 2013-Dec 2013

TECHNICAL SKILLS:

Microsoft Office Suite v.15.0

Pixami Yearbook Pro Software v.2016

Shippensburg University Judicial Computer Software v.2009

Planbook v.4.0

Typing speed of 60+ wpm

Sungard Higher Education Banner v.2011

Google Classroom v.1.8

Excellent written and verbal communication

Art History Speaker at SU Celebration of Student Research Conference, May 2013

Speaker at PA Educators Conference, Nov 2012

WORK EXPERIENCE:

PK-5 Art Teacher, Shenandoah and Springfield Elementary Schools, May 2015 - Present

Principal: Mrs. Denise Atkins - 429 4th Street, Shenandoah, V.A. 22849

Formed the district wide art show at the gallery in Luray, V.A.

Painting murals, taking pictures

Creating the annual yearbook with Pixami software and negotiating price and contract with principal and yearbook representative

Keeping an inventory of supplies and ordering more through the art supply companies when needed

Creating bulletin boards, writing lesson plans, conducting peer observations, creating worksheets within the state standards of learning

Writing pacing guides and art curriculum

Developing knowledge with classes about Dyslexia, classroom management, child psychology, and proper educational video use, etc.

Fundraising through "Original Works" program by receipting each order by hand, and documenting individual purchases

Organizing "Empty Bowls" initiative to help local charities

Waitress, Harrisonburg Red Lobster, July 2014 - Present

General Manager: Mr. David Mays -2121 East Market Street, Harrisonburg, V.A. 22801

Take orders, deliver and prepare food for customers, and cleaned up the tables

Customer Service Representative, Shippensburg Giant Food Stores, May 2008 - Feb 2014

Checkout Coach: Ms. Emily Condon - 397 Baltimore Road, Shippensburg, P.A. 17257

Answer phone calls and solve customer concerns

Write rainchecks, complete refunds, print money orders, and conclude lottery orders

Administrative Assistant, SU Dean of Students Office, Aug 2010 - Aug 2013

Assistant for Judicial Affairs: Mrs. Dawn Butts - 1871 Old Main Drive, Shippensburg, P.A. 17257

Write letters, emails, and answer questions and phone calls

Enter judicial information into computer system using Microsoft Excel to organize student information

Oversee reception area and direct students and parents to the appropriate facility or staff member

Mail preparation, faxing, and copying

Maintaining records and files

Articulating housing and judicial policies to students and parents

VOLUNTEER EXPERIENCE:

Empty Bowls Page One Benefit, 2016 - 2018

Organized a grassroots charity project by combining the arts with a locally owned charity initiative

Advertised the event via social media

Organized an art show by matting and framing student work

"Chair-ity" Auction at Page County High School, 2016 & 2017

Repurposed furniture using unique art, sold at auction to raise money for the Family, Career, and Community Leaders of America

Trunk-or-Treat at Springfield Elementary, 2016 & 2017

Constructed displays of vehicle trunks into beautiful scenery and handing out candy to children of the local community

Angel Tree, 2017

Bought Christmas gifts for needy families in the Page County Area of Virginia.

Governor's Ornament, 2016

Handmade an ornament that was chosen to represent the town of Shenandoah at the Governor's mansion

Reality Check at Shippensburg Area Senior High School, 2013

Mentored students to understand real life experiences: paying rent, getting a job, and budgeting for groceries

Amanda Brown 500 Village Green Blvd. W. • Mars, PA 16046 arr15pitt@gmail.com • 717-979-2302

EXPERIENCE Saint Kilian Parish School Cranberry, Pennsylvania August 2018-Present Teaching Assistant • Assist classroom teacher with daily activities • Help maintain records for each student • Assist with individual and small-group instruction adapting the curriculum based on the needs of the students • Perform quarterly assessments in math and language arts to monitor growth
St. Joan of Arc School Hershey, Pennsylvania August 2014-June 2017 Teacher • Classroom Teacher 6th, 7th and 8th grade Language Arts. • Developed an entire reading and writing program during my first year of teaching • Help students develop critical thinking skills when reading novels • Explication de Texte implemented in the 7th and 8th grade to analyze a novel • Incorporate technology in the classroom with Google Classroom • Student created multimedia presentations in the classroom • Advisor for the Diocesan speech competition. • Developed a bridge program between the preschool and middle school. • Written communication to parents on a weekly basis.
Middletown Area School District Middletown, Pennsylvania December 2012 - June 2014 Substitute Teacher • Developed a strong working relationship with the Faculty and Staff • Substituted on a daily basis. • Developed an understanding of the rules and regulations of this school. • Followed the lesson plans per the request of the absent teacher.
Deloitte Consulting Harrisburg, Pennsylvania August 2011 - November 2012 Subject Matter Expert • Worked on a statewide project for the Commonwealth of Pennsylvania. • Created user documentation for PACSES that was used at the county level. • Responsible for supplying help to county contacts within the 67 counties. • Helped implement system upgrades and new development within PACSES. • Created training script that was implemented into a PACSES video.
Steelton-Highspire School District Steelton, Pennsylvania January 2010 - August 2010 Long Term Substitute Teacher • Developed daily lesson plans that were submitted on a weekly basis • Implemented technology into all academic areas • Differentiated instruction based on the needs of individual students • Maintained continuity in the classroom in the absence of the classroom teacher • Developed an understanding of District policies and procedures • Collected and analyzed data to help improve students learning • Maintained a positive learning environment

Dauphin County Domestic Relations Harrisburg, Pennsylvania December 2007-September 2009 Supervisor and Enforcement Officer • Supervised a unit of seven employees that covered Enforcement and Establishment. • Prepared and present Contempt and Capias Court for the Court of Common Pleas. • Held Enforcement conferences and remanded noncompliant defendant to court.

EDUCATION University of Pittsburgh Pittsburgh, Pennsylvania December 2003 BA Administration of Justice
Drexel University Philadelphia, Pennsylvania June 2010 M.S. Science of Instruction (Elementary Ed Cert K-6), GPA 3.97

CERTIFICATIONS Elementary Education (K-6) Pennsylvania Department of Education - March 2010

Grades 4-8 English Language Arts Pennsylvania Department of Education - Pending Approval

Professional Summary

Accomplished Family and Consumer Sciences Teacher specializing in individualized instruction based on students' needs and interests. Desires an online position working for the benefit of the student and providing solid curriculum in the areas of health, nutrition, physical education, or child development.

Education

Master of Science Early Childhood Education

Grand Canyon University Phoenix, AZ Anticipated Graduation April 2014

Bachelor of Science in Family and Consumer Sciences Education

Messiah College, Grantham, PA, Graduation Date May 2010

Skills

- In-depth knowledge of Pennsylvania state standards
- Instructional best practices
- Flexible and adaptable
- Pennsylvania Teaching Certificate
- IEP Knowledge
- Curriculum Development

EXPERIENCE

Child Care and Guidance Instructor

Cumberland Perry Vo-Tech August 2011-Present

- Organized and Hosted State and National Teacher of the Year.
- Coordinated the day of the speaker including lodging, door prizes, order of events, and refreshments.
- Introduced keynote speaker and provided all necessary publicity for the event.
- Established clear objectives for all lessons, units and projects.
- Adapted teaching methods and materials to meet students' varying needs.
- Created lesson plans in line with state curriculum and school curriculum standards.

Created an interactive classroom atmosphere to maintain student interest and facilitate learning.

Family and Consumer Sciences Long Term Substitute

Northeastern High School York, PA August 2010-June 2011

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

Affiliation

Family Career Community Leaders of America Advisor August 2011-Present

Judy Burt

Supervisor Dan Fie Student Services Coordinator - Northern Tioga School District

To secure a teaching position with a school that makes use of past work experience and Bachelor of Science in Elementary Education and Special Education.

570-662-3845

Mansfield, PA 16933

Supervisor Dan Fie Student Services Coordinator Northern Tioga School District

2012-05 - Present

814-258-5644 ext. 1027

Substitute Teacher

Paraprofessional

- Generally, assist teachers
- Supervise students
- Work with special needs students with physical, emotional, and safety needs
- Worked with students one-on-one, small group and whole group activities

Supervisor Sara Crumb Store Owner Subway Mansfield, PA

2011-07 - 2012

TEL: 570-337-2113

Store Manager

- Run daily operations of store
- Scheduling of employees
- Order product
- Hire and fire employees
- Maintain daily records of sales and product
- Customer service

Supervisor Melissa Soper, Associate Director Bayada Nurses Dushore, PA

2009-02 - 2011-07

TEL: 570-928-8032

FAX: 570-928-8468

Home Health Aide

- Care for disabled children
- Attend school with child and help in classroom
- Work with parents, school, community organizations and company to provide the best quality of life for child
- Complete daily paperwork

Sales Rep Image Packaging Elmira, NY

2004-02 - 2009

- Sell packaging to worldwide clientele
- Customer service
- Maintain customer accounts with orders and billing
- Sales calls
- Travel for company promotions

Supervisor Donna Fitzgerald Monroe Community Hospital Rochester, NY

1999 - 2004-01

TEL 585-760-6152

Therapeutic Recreation Specialist

- Work in a long-term care facility with clients from 2-102 with a variety of physical and mental health issues.
- Complete paperwork on all clients
- Collaborate with families to plan client's daily activities
- Create programming within studio for facility-wide productions
- Helped to set up and maintain TV station within facility
- Set up and produce training videos

Masters of Special Education Special Education Grand Canyon University

Phoenix, AZ

2018-01 - Present

Bachelor of Science Elementary Education and Special Education Grand Canyon University

Phoenix, AZ

2015-01 - 2017-12

Classes Argosy University Online

Phoenix, AZ

2015-01 - 2015-05

Brockport State University

Brockport, NY

2002

Associates Human Service Monroe Community College

Rochester, NY

1997 - 1999

Microsoft Office (10+ years), coaching (5 years), Scout Leader (7 years), Visual Presentations (10+ years)

Instructional 1 Special Education PK-8

2018-04 - 2024-04

Pennsylvania professional certificate to teach in a pre-K - 8 Setting.

Instructional 1 Elementary Education

2018-04 - 2024-04

Pennsylvania Professional Certificate to teach in a Pre-K- 4th grade setting.

I have worked as the head cook for summer camps for 3 years. Duties include menu planning, ordering, manage kitchen volunteers, prepping food for 400-600 people.

Kaycee Carulli
 2607 Old Fryburg Road
 Lucinda, PA 16235
 814.354.6933
 kcarulli@clarion-schools.com

Education/Certifications

Bachelor of Science in Early Childhood/Special Education
 Clarion University of Pennsylvania, Clarion, Pennsylvania May 2014
 GPA: 3.80 – Summa Cum Laude
 Certification for ECH/SPED June 2014
 Certification for Grades 5-6 July 2017

Fieldwork Experience

Student Teaching:
 Early Childhood: Cranberry Elementary School, First Grade, Seneca, Pa
 Special Education: Cranberry Elementary School, K-2, Seneca, Pa
 Early Childhood Block:
 Pre-K/K Block- Pre-K Counts, Strattanville, Pennsylvania
 Grades 1-4 Block – Clarion-Limestone School District, Clarion, Pa
 Special Education Block:
 Low Incidence Block – Franklin High School Autism Support, Franklin, Pa
 High Incidence Block – Oil City Middle School Learning Support, Oil City, Pa

Relevant Work Experience

Long-Term Substitute August 2017-October 2017
 January 2018-May 2018
 Clarion Area School District, Clarion, Pennsylvania

- Knowledge of Foundations and the Wilson Reading Program - Create and prepare daily lesson plans for Learning Support Students.
- Progress Monitoring: STAR, DIBELS, teacher made assessments
- Perform duties usually required of absent teacher.
- Know school procedures and regulations.

Building Substitute/Long-Term Substitute August 2016-May 2017
 North Clarion County School District, Tionesta, Pennsylvania

- Carry out a program of study prescribed in the lesson plans left by the classroom teacher.
- Perform duties usually required of absent teacher such as lunchroom duty, hall monitoring, bus duty, etc.
- Know school procedures and regulations.
- Long-Term April 2017-May 2017

K-2 Teacher – Extended School Year July 2014/July 2015
 Cranberry Area School District, Seneca, Pennsylvania

- Create and prepare daily lesson plans for the students at the extended school year program in grades kindergarten through second grade.
- Responsible for the day-to-day work and management of the class and the safety and welfare of the students.

Substitute Teacher May 2014-Present

Cranberry School District, Franklin School District, Oil City School District, Valley Grove School District

- Carry out a program of study prescribed in the lesson plans left by the classroom teacher.
- Perform duties usually required of absent teacher such as lunchroom duty, hall monitoring, etc.
- Know school procedures and regulations.

Life Skills Coach January 2009-December 2009

Venango Training and Development Center, Clarion, Pennsylvania

- Assisted adult clients with disabilities learn daily living tasks at the center and out in the community.

Bible School Teacher June 2006-June 2008

Atlantic Avenue United Brethren Church, Franklin, Pennsylvania

- Teach 2 and 3 year old children Bible Lessons on Wednesday evenings.
- Prepare lesson materials, Bible Stories, and a craft.

Teacher's Assistant August 2004-January 2005

Atlantic Avenue United Brethren Preschool, Franklin, Pennsylvania

- Prepare lesson materials, bulletin boards, and equipment for the lead teacher.
- Assist children individually or in small groups with assignments.
- Maintain attendance records.

Work Experience

Unit Administrator January 2005-January 2009

Army Reserves, Meadville, Pennsylvania

- Responsible for technical, analytical, advisory, liaison, and coordinating duties for the Unit Commander.
- Plan and establish priorities, assign, distribute, and review work of unit personnel and sections. Manage unit and individual training, personnel, finance, and provide review of all personnel actions.
- Process pay actions, manage unit supply and serve as key point of contact for all retention and recruitment of the unit.
- Maintain a Secret Clearance.

United States Soldier August 1999- August 2008

Army Reserves, Meadville, Pennsylvania

- Distribute bulk petroleum products to tankers, helicopters, and truck.
- Assist soldiers in administrative data to include Life Insurance, promotions, and memorandums and train incoming soldiers on the duties of our squad.
- Active Duty- Operation Iraqi Freedom, Tikrit, Iraq, January 2003-May 2004

Honors and Activities

- Clarion University Dean's List- Fall 2010, Spring 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014
- Phi Eta Sigma National Honor Society
- Army Awards- Army Commendation Medal, Global War on Terrorism Expeditionary Medal, Armed Forces Reserve Medal, and the Army Service Ribbon.

Professional References

- Mr. Brandon Maines, Special Education Supervisor
Clarion Area School District
800 Boundary Street
Clarion, PA 16214
Work: 814-226-8118
- Mrs. Kelly Foust, MTSS/Title Coordinator
800 Boundary Street
Clarion, PA 16214
Work: 814-226-8118
- Mr. Keith Hastings, Principal
North Clarion Elementary School
10439 PA-36
Tionesta, PA 16353
Work: (814) 744-8541

Jennifer Treacy Cole

Educator * Curriculum Writer * Cooperating Teacher * Homeschool Evaluator

Bethlehem, Pennsylvania • (610) 419-8505 • jennifer.cole@rcn.com

www.linkedin.com/pub/jennifer-cole/15/93/91a

Education

- Master of Arts in Curriculum and Instruction, concentration in English GPA: 3.9

After working in a school in which the population was considered "emotionally disturbed," I found a passion for teaching and a unique ability to engage even the most oppositional students. My experiences at Fort Lee Education Center were the catalyst for my MA. I am proud to say that I passed my comprehensive exam with "commendation."

- Bachelor of Arts Degree, Psychology, New School University, New York, 1997 GPA 3.8

The study of psychology was an obvious choice for me. I continue to be fascinated by the mind, the brain, and the influences that make us who we are.

- Charters Academy in Minneapolis: Theatre Studies, four-year full-time program

My interest in psychology started with theatre. My background as an actor has been an invaluable asset to my work with students. I am unafraid to dance, sing, or create a character to get a point across.

Test Scores and Certifications

- Pennsylvania 4-8 with a Concentration in English & Science
- New Jersey Teacher of Psychology and Elementary
- Praxis 0041 ENG LANG LIT COMP CONTENT KNOWLEDGE 196
- Praxis 0510 GENERAL KNOWLEDGE 679 (Possible 600 – 695)
- Pennsylvania Praxis 5156 Grades 4-8 English Language Arts 192 (Possible 100 – 200)
- Pennsylvania Grades 4–8 Core: 191; English Language Arts and Social Studies: 174; Mathematics and Science: 172
- Pennsylvania Grades 4-8 Concentration: Science 179

Standardized test scores are low on the list of qualities that make an outstanding teacher, yet I am a capable test taker. I have had success with testing in and out of my major, and I know how to give my students the tools to elevate their own test scores.

Professional Experience

- Fireside Academy Community Co-op for Homeschoolers, Bethlehem, Pennsylvania

Teacher of Theatre Arts (Grades 4 - 6) and Teacher of Language Arts (Grades 7 - 9)
September 2011 – present

Now that I'm a parent of school-aged children, I find myself as a volunteer teaching the same classes I taught in New Jersey Public Schools. The ages are a little different, but the experience is deeply rewarding.

- Carl H. Kumpf Middle School, Clark, New Jersey
September 1999– June 2003; September 2006 – June 2010

A day or so after completing my New Jersey teaching certification I saw an advertisement for a middle school language arts teacher with a theatre background. I knew I was a perfect fit and it led to eight years of teaching language arts, theatre, and public speaking. I was fortunate to be able to direct talented, young actors at both the high school and middle school in plays and musicals. I also enjoyed the unique academic freedom of writing the curriculum for my public speaking and theatre arts classes.

- Vantage Learning, Newtown, Pennsylvania
January 2005 – October 2006

As the experts at Vantage Laboratories perfected the use of artificial intelligence to score essays in seconds with the interactive web-based My Access!, I wrote sample essays, revisions, and guidance that would allow students to improve their writing. Students gained immediate gratification as their scores came back higher with each revision. I was able to utilize My Access! with a foundations level class in Clark and was overjoyed when several of them voluntarily worked at home to improve their scores.

- Lincoln Middle School, Hawthorne, New Jersey
September 1998 – June 1999

It was as a paraprofessional for a sixth-grade self-contained special education classroom that I found my footing as a teacher. I taught all academic subjects here as well as guidance in conflict resolution and behavior management. I provided in-class support for regular education 6th grade class in art, computers, and pupil skills.

Special Skills:

- Request theatrical resume
- <http://wickedwriter.weebly.com/> (My author site)
- Author of The Adventures of Robin Wingfield:Dark Corner endorsed by Compulsion Reads
- Author of manuscript (YA novel): The Fog that Ate Robin Donnelly's Mind
- Author of screenplay and stage play versions of: Modern Persecution.

Computer Skills: eChalk, My Access!, Microsoft Office, Schedule Plus, Microsoft Exchange, and web design (visit <http://www.cleverboypetcare.com/>)

218 Clay Street
Tamaqua, PA 18252
(570) 778-8645

Jennifer Klein DeMarco

EXPERIENCE

Jan. 2003- Current Bethlehem Catholic High School Bethlehem, PA

Educator: Honors Biology, College Prep Biology, Honors Environmental Science, and College Prep Environmental Science.

Currently the first and only science teacher to use the Hybrid Learning model. Added honors sections of Environmental Science, virtual dissections, outdoor specimen collection/identification, water testing, soil testing, building model solar homes, design solar cookers, compete annually in Northampton County Envirothon, Biology Olympics.

Education

2016 Kutztown University Kutztown, PA
M.Ed., Secondary Ed Curriculum and Instruction
2001 Kutztown University Kutztown, PA
B.S., Environmental Science with a concentration in Biology

1997 Penn State University University Park, PA
A.S., Liberal Arts and Sciences

EXTRA RESPONSIBILITIES

Eco club Advisor

- Wrote a formal requisition to create this club.
- Organize activities, speakers, and field trips for Eco- Week, centered on Earth Day.
- Organize volunteer opportunities for students to get involved, park clean-ups, highway clean-ups, building rain barrels, bird houses, bat boxes, etc.
- Received grant money to create a native plant garden in the courtyard of our school.

Homecoming Coordinator- Organized all aspects of Homecoming

Student Council Advisor

- Annual blood drive
- Annual Thanksgiving food drive
- Collections for other various charities

Biology/Medical Careers Club Advisor

- Pass on relevant information on post-secondary education opportunities as well as seminars.
- Scheduled speakers on various medical career topics.

Eighth Grade Visitation

- I was selected to represent our Science department for upcoming freshmen recruiting.

Cristen Diegel
19 Broadmoor Dr.
Mechanicsburg, PA 17055
cmminor@gmail.com
(570) 556-6250

EDUCATION

Elizabethtown College, Elizabethtown, PA Graduated May, 2011
Bachelor of Science in Elementary Education and Special Education
Cumulative GPA = 3.83
Walden University, Minneapolis, MN
Graduated June, 2015
Cumulative GPA = 3.90
Masters Degree in Education with a specialization in Teaching English Language Learners

CERTIFICATIONS

Pennsylvania: Instructional 1
Elementary K-6
Special Education N-12
Effective 06/2011; still valid

TEACHING EXPERIENCE

Capital Academy, Harrisburg, PA Nov. 2017-present
Special Education Teacher

- Facilitating elementary classrooms with up to 12 students who all have IEPs
- Developing learning, cooperating, and social skills
- Differentiating lessons for students with various learning and behavioral needs
- Collaborating with teachers and parents

North Chevy Chase Elementary School, Chevy Chase, MD
Resource Teacher Aug. 2012 – Aug. 2017

- Completed and implemented IEP goals related to social skills, behavior, and academic needs; developed FBA and BIPs to improve behavioral concerns
- Facilitated students in 3rd through 6th grade in small groups and worked with students one-on-one in the special education and general education classrooms.
- Integrated the Fast Track, Phonics, and Read Live Naturally reading programs with students to improve reading skills.
- Demonstrated the use of technology with the use of the Promethean board, Chromebooks, and other computer programs.
- Special Education team leader during 2015-2016 school year, which involved attending trainings, communicating with other team members and administration, completing necessary paperwork, and holding meetings.
- MCEA (Montgomery County Education Association) building representative from Aug. 2015 – present

Terra Centre Elementary School, Burke, VA Aug. 2011 – Aug. 2012
Learning Disabilities Classroom

- Facilitated students in kindergarten and 4th grade in small groups and worked with students one-on-one in the special education and general education classrooms.
- Co-taught with teachers in mathematics and reading, differentiating lessons for students based on their needs.
- Integrated the Language! Program with 4th grade students to improve reading skills.
- Demonstrated the use of technology with the use of instructional websites, computer programs, and Smart Board activities.

Student Teaching: Wrightsville Elementary School, Eastern York, PA
Learning Support Oct. 2010 – Dec. 2010

- Facilitated students in grades 1-5 in small groups and worked with students one-on-one. Taught a small group of 2nd graders reading concepts, such as categorizing and classifying.
- Created lesson plans and co-taught with my cooperating teacher in a 5th grade mathematics class with lower level learners; provided manipulatives and visuals to adapt to various learning styles.
- Practiced classroom management techniques, such as creating reward charts for the younger students for good behavior and cooperation.

5th grade Aug. 2010 - Oct. 2010

- Completed two weeks of full-time teaching and created lesson plans to meet the needs of all of my students.
- Developed reading and mathematics concepts through activation of prior knowledge, discussion, hands-on practice, and assessments.
- Prepared students for informal and formal assessments through direct teaching, hands-on practice, cooperative learning, and review activities, such as the Jeopardy game.

SAMANTHA DIMAURO

244 E Pike Road Indiana, PA 15701
Cell Phone: 240-855-2412 Email: skbarthol123@gmail.com

Education

MA of Education in Literacy with Reading Specialist certification
Indiana University of Pennsylvania, 2017

MA in Teaching English with 7-12 certification
Indiana University of Pennsylvania, 2014

BA in English
Indiana University of Pennsylvania, 2012

Teaching Experience

Westmoreland County Community College, Adjunct (August 2015- Present)

- Designed, researched, and implemented open education resources for developmental English, differentiating instruction according to student ability and need.
- Taught English composition in both an online and face-to-face setting, emphasizing the importance of writing and reading through the use of global and digital literacies.
- Taught Advanced Composition emphasizing the importance of research.

Marion Center School District, Substitute Teacher (K-12) (December 2014 – Present)

Homer-Center High School, September 2014 - December 2014 (Student Teacher)

Managed a classroom of seventh, ninth, and twelfth grade students and assumed all responsibilities of the teacher. This includes faculty training, staff meetings, departmental meetings, conferences with parents, and assessment of students. Implemented student-centered assessments, projects, and increase in vocabulary skills.

- Classroom management skills
- Used Collins writing to enhance literacy
- Incorporated Keystone rubric requirements
- Student-centered learning
- Whole group discussions
- Incorporated technology
- Increased student motivation

Non-Educational Employment

- Staples (June 2004-July 2014)

Professional Training and Workshops

- National Association of Developmental Education (NADE) IRW professional development (July 2017)
- Presented at the EGO/PCM Graduate Scholars Conference (February 2017)
- Presented at the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) conference (October 2014)

References

References available upon request.

Chelsea Fairman
 Family Literacy Coordinator - Titusville Regional Literacy Council
 Titusville, PA 16354
 chelsea.fairman16@gmail.com

(814) 673-2932
 Work Experience

Family Literacy Coordinator
 Titusville Regional Literacy Council - Titusville, PA
 October 2015 to Present

- Coordinated adult education, parenting education, and early childhood activities to assist families to achieve personal and social goals

Oversaw and designed comprehensive agency and individual professional development

- Assisted to design, plan, and implement a Parent Council and Leadership Council in the Titusville community to better our early childhood services
- Designed and implemented a community arts program for families in the Titusville area
- Coordinated with school district officials and community leaders to present educational information to parents about student success before entering Kindergarten
- Assisted in grant writing and program design for families and children

Titusville Site Coordinator

Crawford County READ Program
 December 2014 to October 2015

- Designed, scheduled, and instructed GED Prep, Adult Basic Education, one-on-one tutoring, family literacy, and GED/Diploma classes
- Oversaw day to day operations of all Titusville locations including assessments, orientations, referrals and building operations
- Designed and implemented recruitment and retention strategies
- Partnered with local agencies to offer appropriate services to all learners

Family Literacy Coordinator/Instructor

Crawford County READ Program
 April 2014 to December 2014

- Participated in professional development on the Common Core Standards, GED® test, and Early Childhood Standards
- Coordinated adult education, parenting education, and early childhood activities to assist families to achieve personal and social goals
- Participated on curriculum writing teams for the Family Literacy Program and the GED/Diploma Program

- Coordinated partnerships with local agencies to offer appropriate services to all learners

GED/Diploma Instructor - February 2013-October 2015

- Designed and implemented lessons in math, science, reading, and social studies to prepare for the GED exam
- Assessed student progress and designed individualized plans
- Scheduled and participated in personalized tutoring sessions for students needing extra support outside of class

Assistant Group Supervisor

YMCA of Franklin - Franklin, PA
 August 2012 to July 2013

- Assisted with planning and implementing activities for grades k-4
- Assisted in designing individualized discipline plans with students, parents, and educational facilities
- Assisted in working alongside parents and classroom teachers to help children reach personal and social goals

Student Teaching

Union City High School - Union City, PA
 March 2012 to May 2012

- Designed and implemented lessons for grades 9-12
- Lessons focused in Ceramics, Arts and Crafts, Drawing and Painting
- Designed individualized curriculum for advanced students in an independent study
- Assisted with Project Innovate

Student Teaching

Main Street Elementary School - Titusville, PA
 January 2012 to March 2012

- Designed and implemented lessons for grades 1-5
- Worked daily with Alternative Education classroom grades 7-12
- Observed art department head gather and organize budget information
- Participated in professional development day on SAS website

Education

Master of Education in Teacher Leadership

Edinboro University of Pennsylvania - Edinboro, PA
 August 2017 to May 2019

Bachelor of Science in Art Education

Edinboro University of Pennsylvania - Edinboro, PA
 May 2012

JESSICA FRITZGES

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

EXPERIENCED EDUCATOR

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

EDUCATION

Masters of Arts in Education (2009)

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

Bachelor of Arts in Education (2006)

Bloomsburg University, Bloomsburg, PA- Magna Cum Laude

PA Level II Teaching Certification

elementary K-6

middle years science (7-9)

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

EXPERIENCE PHILADELPHIA SCHOOL DISTRICT

FELTONVILLE INTERMEDIATE SCHOOL OCT 2007-JUNE 2008

GRADE 4 SCIENCE PREP

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

ZIEGLER ELEMENTARY SCHOOL SEPT 2008-JUNE 2013

GRADES 7-8 SCIENCE

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

GRADES K-6 SCIENCE PREP

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

GRADES K and 4

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

AMANDA GORNIC Verona, PA Phone: 412-926-2243
Email: amanda.gornic@gmail.com

Pennsylvania State-Certified Reading Specialist | Grades PK-12

- Enthusiastic and resourceful educator with love of cyber education and belief that literacy is a fundamental right seeking a literacy-related teaching position.

KEY SKILLS

- ü Reading and Writing across the content areas
- ü Achieve3000
- ü Multi-sensory literacy instruction
- ü Moodle
- ü Schoology ü Individual Educational Programs (IEPs)
- ü LETRS
- ü Language! Live
- ü Microsoft Office Suite
- ü Data-driven instruction

TEACHING EXPERIENCE

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL — Exton, PA (Online, public charter school)
Reading Specialist (Grades 7-12), 9/2014 to 2/18

R. BENJAMIN WILEY CHARTER SCHOOL — Erie, PA (inner-city public charter school)
Middle School Math Teacher (Grades 7-8), 8/2005 to 2/2006
LEARN-IT SYSTEMS — Baltimore, MD
(Online tutoring program providing academic tutoring services to students in partner districts)
Reading and Mathematics instructor (grades 7-11), 3/2011-5/2013
RONALD H. BROWN CHARTER SCHOOL — Harrisburg, PA (Inner-city public charter school)
Teacher (grade 3), 2003

At Achievement House, taught middle and high school ELA, co-taught 12th grade English in the Workplace and Reading and Writing Fundamentals. Interpreted data from NWEA and other assessments to identify students with significant literacy needs, worked with students in small groups and individually using multisensory, teacher-created materials.

Key Contributions:

- Adapted and implemented reading screeners for online delivery using QRI-5, Microsoft PowerPoint, CORE Phonics screener, and AIMSweb writing prompts.
- Collaborated with Reading Specialist colleague to design and implement schoolwide literacy program incorporating such programs as Achieve3000, Overdrive library, and Give a Book/Get a Book.
- Designed and delivered professional development to teachers on such topics as close reading, reading and writing across the curriculum, Overdrive media, and supporting struggling readers in content area reading.
- Proposed and obtained funding for, designed and taught ELA course centered on Language! Live program for grades 9-11.
- Mentored new teachers in the Induction program.
- Served as core member of IEP and SSIP teams.

EDUCATION & CREDENTIALS

Edinboro University — Edinboro, PA M. Ed. in Reading
Indiana University of Pennsylvania — Indiana, PA B. S. in Elementary Education

Pennsylvania Teaching Certifications:

- ü Reading Specialist (PK-12)
- ü Elementary Education (K-6)
- ü English (7-12)
- ü Mid-level Math (7-9)

Other Relevant Activities:

- ü PTO President, Verner Elementary School, 2011-2016
- ü Odyssey of the Mind Program Coordinator and Coach, 2013-2016

Sarah L. Graw Email: smax1595@gmail.com
1073 Allegheny Street Phone: (570) 923-7252
Renovo, PA 17764 (570) 295-3356

Objective:

- To obtain an English/Special Education teaching position at Connections Academy.

Education:

- Lock Haven University, Lock Haven PA
 - o Majors: Secondary Education English and Special Education
- Graduation December 2017
- Cumulative GPA: 3.3
- Bucktail Area High School, Renovo PA
 - o GPA 3.8

Certification areas:

- English Language Arts (7-12)
- Special Education (7-12)

Experience:

- Long-term Substitute: Middle school English and Science (February 2018-June 2018)
 - o Duties: Preparing lesson plans, creating lesson materials, implementing lessons, monitoring classroom activities, creating adaptations for lessons, communicating with parents/colleagues, cross-curricular planning
- Bucktail Area High School Band Director, Renovo PA (2013-2014)
 - o Duties: Supervised students, scheduled practices and events, choreographed field formations, planned with area community officials, coordinated parent involvement
- Lock Haven University Student Ambassador (2015)
 - o Duties: Informing perspective students and their families about LHU and giving tours around the campus, receptionist work

Clearances:

- 2018 Federal Criminal History (ACT 114)
- 2017 Criminal Record Check (ACT 34)
- 2017 Child Abuse Clearance (ACT 33/151)
- 2018 Negative TB test

BIANCA S. HILL
 6028 N 11th St • Philadelphia, Pennsylvania 19141
 (267) 779-8915 • hillbianca@hotmail.com

Education

Saint Joseph's University, Philadelphia, PA (3.65/4.0)
 Masters in Special Education, Autism Cert
 Graduated: May 19, 2018

University of Pennsylvania, Philadelphia, PA (3.1/4.0)
 Completion of Pennsylvania Teacher Certificate Program, May 2016
 Relevant Coursework: Special Education, Law and Process, Middle School Math, Secondary Math, V.A.S.T. Life Program, Language Development

The Pennsylvania State University, State College, PA (3.09/4.00)
 B.A. in Psychology, August 2011
 Dean's List 2009
 Relevant Coursework: Abnormal Psychology, Adolescent Psychology, Intermediate Algebra, Elementary Statistics, Statistics Concepts, Human Development and Family Services

Professional Experience

Discovery Charter School August 2016-Present
 Mathematics Teacher (5th and 6th)

- Responsible for 81 students
- Implement the PA standards/ common core
- Responsible for Lesson Plans
- Modifying and differentiation of work (guided notes, visuals, etc)

Universal Vare Charter School August 2014-June 2016
 -Special Education Teacher (6th-8th)

- Responsible for caseload of 32 students
- Write and implement Individualize Education Plan (IEPs)
- Progress monitor students
- Provide essential notes

Mathematics Teacher (6th/7th)

- Responsible for 85 students
- Implement the PA standards/ common core
- Responsible for Lesson Plans
- Modifying and differentiation of work (guided notes, visuals, etc)

Northeast Community Center for Behavioral Health July 2013-June 2014
 Recovery Specialist

- Responsible for implementing principles from the four pillars of recovery and evidence based practices
- Provide psychological rehabilitative services to assigned caseload
- Provide group and individual therapy
- Working as an internal member of the recovery team

Elwyn Inc December 2011-July 2013
 Mental Health Program Specialist

- Responsible for completing mental status exams and be knowledgeable of the DSM-IV
- Acts as an advocate for client's needs and rights with social service agencies, families, etc
- Responsible for administering medications as prescribed by physician

Certifications

- Special Education (7-12)
- Emergency Middle School Math (4-8)
- Cardiopulmonary resuscitation (2016-2018)
- First Aid (2016-2019)

Education

BA DeSales University
Major: Dance
Minor: Psychology
Center Valley, PA
May, 2010

Gwynedd Mercy University
Program: School Counseling
Gwynedd Valley, PA
May, 2017

Internship Experience

Gwynedd-Mercy Academy Elementary
Counseling Intern
Lower Gwynedd, PA
Jan.-May 2016

- Worked with students from Kindergarten through 8th grades
- Facilitated individual, small group, and large group sessions
- Created and implemented lessons on various topics; empathy, friendship, etc.

Centennial School District
William Tennent High School Counseling Intern
Warminster, PA
Aug.-Dec. 2016

- Worked with students from 9th through 12th grades
- Facilitated individual and small group sessions
- Created and implemented a New Student Group
- Worked with students on college applications through Naviance & the Common Application

Norristown Area School District
East Norriton Middle School Counseling Intern
Norristown, PA
Jan.-May 2017

- Worked with students in 4th and 5th grades
- Facilitated individual, small and large group sessions
- Created and implemented lessons on bullying and grief
- Facilitated a small group for ES students needing extra support

Related Work Experience

Gwynedd Mercy University
Coordinator of Enrollment Support Services
Gwynedd Valley, PA
2014-Present

- Oversee all components of the admissions campus guest program.
- Ensure exceptional service for visiting prospective students and families
- Supervises the Admissions Office Coordinator, campus tour guides, and orientation leaders

Synergy Dance Center
Dance Instructor
Chalfont, PA
2013-present

- Leading and directing groups of individuals in a learning environment.
- Teaching various styles of dance.
- Assisting with management, marketing, & development of the studio.

Philadelphia Eagles Philadelphia, PA
Philadelphia Eagles Cheerleader 2012-2013

- Ambassador at promotional events for the Philadelphia Eagles and their sponsors.
- Performing dance routines, leading cheers, and serving as a hostess in suites at Eagles home games and Eagles' functions.

Pennsylvania Ballet Philadelphia, PA
Development Department Intern Summer 2010

- Organized information regarding donations.
- Assisted the Marketing Department in organization and events.
- Experience with Tessitura, a donor management database.

Center Stage Dance Academy Hatboro, PA
Dance Instructor 2002-2013

- Initially began working as a Student Teacher
- Leading and directing groups of individuals in a learning environment.
- Teaching various styles of dance.

PACE; Peers, Advising, Counseling, Educating Center Valley, PA
Certified Peer Educator 2009-2010

- Organizing and advertising programs and events in a set time frame.
- Advising mentors through their duties.
- School leadership role with team collaboration.

Additional Work Experience

Gwynedd Mercy University Gwynedd Valley, PA
Admissions Counselor 2012-2014

- Recruiting and interviewing prospective students.
- Maintain applicant files; admissions decision, scholarships, recommendations, etc.
- Coordinate file review for applicants interested in the Nursing program.

Gwynedd-Mercy College Gwynedd Valley, PA
Admissions Office Coordinator 2011-2012

- Responsible for being the face of the Admissions Office by greeting and directing Prospective Students and Visitors.
- Responsible for training and supervising a team of work study students.
- Organizing and tracking new inquiries through the Enrollment Management database.
- Responsible for organizing and obtaining required documents for new applicants.

DeSales University Phonathon Center Valley, PA
Student Caller 2009-2010

- Effectively communicate with donors about the needs of the DeSales community.
- Creating an interpersonal environment with potential and current donors.
- Strategically planned call list in order to benefit the purpose of the annual fund.

Special Skills

- Project Management and event planning.
- Writing and organizational skills.
- Efficient at multi-tasking and time management.
- Proficient in Microsoft Word, Excel & PowerPoint.
- Public Speaking skills.
- Detail Oriented.
- Critical Thinker.

Database Experience

- PowerCampus
- Salesforce
- Digital Asset Management
- Docufile
- Naviance
- eSchool Plus
- Canvas

Honors/Awards

- Dean's List
- Mentor of the Month
- Who's Who of American College Students
- Dean's Award Scholarship

References

Dr. Cheryl Lynn Horsey

Chief Enrollment Officer

Bryn Mawr College
101 N. Merion Avenue
Bryn Mawr, PA 19010
610-526-6522
chorsey@brynmawr.edu

Dr. Sarah Babins

Lead School Counselor

Centennial School District – William Tennent High School
333 Centennial Road
Warminster, PA 18974
215-441-6181 x12034
ralBabiSa@centennialsd.org

Marissa Bowlby

College Career Coordinator

Spring-Ford High School
350 S. Lewis Road
Royersford, PA 19468
610-705-6001 x2508
mbowl@spring-ford.net

Daniel Freed

Admissions Counselor

Gwynedd Mercy University
1325 Sumneytown Pike
P.O. Box 901
Gwynedd Valley, PA 19437
267-328-8354
Freed.d@gmercyu.edu

EDUCATION

Bachelor of Arts in
Elementary/Special Education
King's College, 2014
Wilkes-Barre, PA

Associates of Applied Arts in Commercial Art/Photography
Luzerne County Community College, 2010
Nanticoke, PA

KEY SKILLS

Microsoft Word

Microsoft PowerPoint

Microsoft Excel

Adobe Photoshop

WORK EXPERIENCE

Teacher

Magic World Child Care Center. Nanticoke, PA
03/2018- 07/2018

Write and implement lesson plans for 1-3 year olds.
Coordinate activities and learning opportunities inside and out.
Communicate with parents of daily happenings in person and via phone/messaging.

Assistant Director

Bright Horizons Family Solutions Wilkes-Barre, PA 2015-2016 & 5/2017-03/2018

- Counseling early childhood teachers, coordinating and executing administrative and classroom tasks.
- Leading group meetings, complete goals in a punctual manner, motivate individuals, educate children from 6 weeks through preschool, listens attentively, etc.
- June 30th, 2016 the management company due to a mission change and financial obligations unfortunately closed down the center.

Substitute Teacher

Crestwood School District Mountain Top, PA 2017-Present
Greater Nanticoke Area School District Nanticoke, PA 2016-Present
Lake Lehman School District Lehman, PA 2016-Present
Lower Merion School District Ardmore, PA 2014-2015
Waldron Mercy Academy Merion Station, PA 2014-2015

- Teaching in classrooms from Pre-K through grade 12.
- From Philadelphia area to Wilkes-Barre area, there was an abundance of diversity in each classroom and school.
- Instructed as many as 35 students in a variety of subject areas; communicate with teachers and administration; and build a positive rapport with students.

Cook/Server

Maureen's Cones and More Nanticoke, PA 2008-Present

- Provide a positive experience serving ice cream and food to children and adults through friendly and quick service.
- Lead and motivate others in servicing guests and work well with others to effectively clean and prep the business.
- Manage register and delivery of cash sales to business owner.

Customer Service

Mohegan Sun at Pocono Downs Wilkes-Barre, PA 2011-2014
Wyoming Valley BMW Kingston, PA 2010-2011
Victoria's Secret Wilkes-Barre, PA 2007-2010
The BonTon Wilkes-Barre, PA 2006-2007

- Customer service experiences ranging in sales and cash handling, resolving customer issues with positivity, understanding, and offering solutions, and effective communication in person, telephone, and email.
- Built strong relationships with customers, coworkers, and management through positive and friendly communication.
- Flexibility, organization skills, and communication were practiced and enhanced.

Stephanie Lane

17 Marshall Circle, Downingtown Pa. 19335 *484-880-7297* stephanielane827@yahoo.com

Summary

Dedicated educator/administrative professional committed to creating a high quality, positive environment which is stimulating, encouraging and supportive for all students and teachers.

Experience

Educational Director June 2008-Present

The Goddard School Exton, Pennsylvania

- Responsible for all aspects of curricular programming, staff recruitment and development, parent involvement and state licensing.
- Developed and supervised preschool curriculum in accordance with PA early learning standards.
- Maintained Goddard Quality Assurance Health & Safety practices.
- Maintained Keystone Stars 4-star quality rating for over 6 years.

First Grade Teacher/Team Leader August 2005-November 2006

Chester Community Charter School Chester, Pennsylvania

- Implemented Direct Instruction reading and math curriculum.
- Developed and implemented weekly themed lessons in accordance with the Children's Literacy Initiative, assumed all daily responsibilities of a classroom teacher including special education referrals and student recommendations.
- Coordinated weekly first grade team meetings.
- Mentored peer teachers, proctored DIBELS state testing.

Lead Pre-Kindergarten Teacher June 2003-August 2005

Bala Cynwyd School for Young Children Bala Cynwyd, Pennsylvania

- Developed and implemented developmentally appropriate lessons on a weekly basis.
- Supervised an early childhood practicum student, which included daily feedback and assessments.

Education

Master of Education December 2017

Early Childhood Education-Leadership

West Chester University of Pennsylvania GPA 4.0

Bachelor of Science January 2003

Early Childhood/Elementary Education

Temple University GPA in Major 3.78

Certifications

- Pennsylvania Instructional I Certificate, K-6, Awarded 1/2003
- Pennsylvania Private Academic Certificate, Nursery, Awarded 4/2004
- Pennsylvania Director Credential, Renewed July 2017

Awards/Honors

- Director of the Year 2015, Goddard Systems Inc.
- Director Mentor 2013-Present, Goddard Systems Inc.

Rachael Blair Lisica
 Lisica1006@gmail.com
 408 Poplar Court, Moon Twp. PA, 15108
 412-735-2843
 Education
 Indiana University of Pennsylvania- Indiana, PA
 Bachelor of Science: Child Development and Family Relations, Minor: Educational Psychology
 GPA in Major: 3.73, Minor GPA: 3.80, GPA overall: 3.58 (Magna Cum Laude)
 Master of Education: School Counseling K-12, Current Standing GPA: 4.0
 Graduation Date: May 11th, 2018

Related Experience

School Counseling Field Experience (600 Hours) (January 2018- May 2018)
 Indiana Area School District

Ben Franklin Elementary & Junior High School

- Individual & Group Counseling (academic, social/emotional, career domains)
- Taught Core Curriculum Lessons
- Collaborated with teachers, administrators, parents, and other school personnel
- Applied behavior management strategies and assisted with de-escalation of students who struggle with self-regulation
- Incorporated developmentally appropriate counseling interventions
- Participated in professional development activities
- Adminstrated state testing for PSSA/Keystone Exams

School Counseling Practicum Experience (100 Hours) (August 2017-December 2017)

Elementary Practicum

Franklin Regional School District- Newlonsburg Elementary

Secondary Practicum

Indiana University of Pennsylvania- Undergraduate Students

- Individual & Group counseling
 - o Elementary group focused on appropriate social skills through bibliotherapy and play
 - o Secondary group counseling was run with co-leader. Focused on transition to college, stress, friendships, relationships, and families.
- Planning and preparation for individual students and group based on student needs

Substitute Teacher

Para-Educator (September 2016-Present)

Guest Teacher (ARIN IU 28)/ Source 4 Teachers

- Conducted lessons left by classroom teacher in grades k-12
- Implemented Behavior Management Strategies
- Worked one on one with students who needed extra support in the classroom setting

Youth Camp Counselor

Indiana YMCA (2014-2016) (Summers of 2012-2016)

Carol Leon Dance Gymnastics, and Childcare (2012/2013)

- Co-lead group of youth campers (pre-k-12), assisted in running daily games and activities, conducted STEM and reading lessons, and supervised field trips
- Worked on enhancing appropriate social skills through peer mediation/bullying prevention/kindness discussions and activities

Other Experience

Student Worker

IUP Counseling Department (May 2017-August 2017)

- Assisted professor with course preparations
- o Advising, email, course student lists, literature searches, creating/typing exams

Graduate Assistant (August 2016-May 2017)

Indiana University of Pennsylvania Nursing Department

- Conducted Research, organized files and documents, reviewed course evaluations, & collected data
- Co-created conference presentation-Presented by supervisor in Dublin, Ireland.
 - o "An Intervention Strategy to Reduce Work Place Violence in Healthcare Organizations: Employing the Assessment Tools to STAMP and SPIRAL"

Activities and Volunteer Service

Volunteer Experience

Family Behavioral Resource Endeavor Program (30 hours) (September 2015-December 2015)

- Worked alongside Therapeutic Staff Support with children who have autism
- Assisted with life skills and individualized tasks, & interacted with children through play

Organization/Club Memberships

PSCA (Pennsylvania School Counselors Association) Member (Fall 2016-Present)

CSI (Chi Sigma Iota)-Promotions Chair (Spring 2017- May 2018)

- International honor society for counseling students, counseling educators, and professional counselors that promotes academic and professional excellence in counseling.

• Planning events/Marketing, keeping the campus bulletin board up to date/informative, recruitment, & volunteering

CESA (Counselor Education Student Association) (September 2016-May 2017)

- Share input on counseling program, organize and participate in social events, interact with other programs and departments, & gain a broader perspective of the counseling profession

NAEYC Organization Club (2012-2014)

- Attended and participated in meetings, worked table for Family Fun Fest, & participated in fund raising activities

Memberships, Awards, & Clearances

- Magna Cum Laude (Undergraduate)
- Summa Cum Laude (Graduate)
- Certificate: Test Administrator Training
- Mandated Reporter, Protection of Minors, & Sexual Harassment Trainings • TF-CBT Web: Trauma-Focused Cognitive Behavioral Therapy Training
- HSPO Member (Liability Insurance)
- Stewards of Children Training – Darkness to Light
- Act 24, 34, 114, 126, 151 Clearances

JESSICA M. MARTIN

764 Wertzville Road, Enola, PA 17025 • 717-856-0927 • jessicamartin85@gmail.com

Objective

A teaching career in which I can practice a student-centered approach to teaching that will best utilize reflection and differentiation strategies.

Education

August 2009 – May 2014 Pennsylvania State University Middletown, PA

B.A., English – Secondary Education

• GPA: 3.93 on a 4.00 scale

• Graduated with Honors

Experience

Adaptable School Director with a background in medical and educational fields. I led a school of over 100 families and teachers through training, educating, and organization of school operations. Seeking to leverage my skills and experience to promote your school's mission for excellence.

EDUCATION

August 2009– May 2014, Pennsylvania State University

B.A. English– Option Secondary Education

• GPA: 3.93 on 4.0 scale

HONORS AND AWARDS

Graduated with Honors • 2014

Schreyer Honors College • Scholar • 2012 – 2014

Alpha Delta Kappa • Scholarship Recipient • 2012

EXPERIENCE

April 2015 – May 2018, The Goddard School: Harrisburg, PA

Director

• Managed day-to-day school operations for 2+ years including ratios, scheduling, mentoring, and training

• Increased school enrollment

• Oversaw all major special projects including successful annual Art Gala event

September 2007– February 2015, Penn State MS Hershey Medical Center

Certified Clinical Hemodialysis Technician

• Provide medical care to pediatric, adult, and geriatric patients receiving hemodialysis treatments

• Served on Education and Quality of Work-Life councils

February 2006– September 2007, Fresenius Medical Care: Harrisburg, PA

Patient Care Technician

• Hemodialysis technician-related responsibilities

CERTIFICATIONS

PA State Teaching Certificate: Instructional I English (7-12), 2014– Present

Certified Clinical Hemodialysis Technician, 2008-2015

PROFESSIONAL ORGANIZATIONS

NAEYC, Member, 2016– Present

ASCD (Penn State Harrisburg chapter), Vice President, 2012-2014

Phi Kappa Phi Higher Education Society, Member, Initiated 2013

Kappa Delta Pi International Honor Society, Member, Initiated 2011

ADDITIONAL SKILLS

2518 Tanza Court

Harrisburg, PA

17112

717-856-0927

JessicaMMartin85@gmail.com

Jessica Martin

Time Management

Communication

Writing and Editing

Microsoft Office Suite

Large Group Management

Reliability

Professional Objective

Results oriented Supervisor of Special Education with superb leadership and communication skills. Easily cultivates trusting and productive relationships with students, parents, teachers, and staff. Dedicated and proactive with strong commitment to creating high-quality educational standards that develop the potential in every child. Seeking employment as a Supervisor of Special Education

PROFESSIONAL EXPERIENCE**Central Dauphin School District**

Supervisor of Special Education, Secondary July 2005 – present

- Develop and supervise special education programming for secondary students with disabilities within Central Dauphin East Middle School, Swatara Middle School and Central Dauphin East High School
 - o Which includes Full-Time Emotional Support, Full-Time Learning Support, Multiple Disabilities Support, Autism Support, Deaf and Hard of Hearing Support and Life Skills Support
- Develop and supervise an Alternative Education Program housed within Dauphin County Prison and an Adventure-Based Special Education Program (S.A.I.L) for male students who have serious emotional disturbances
- Evaluate special education and related service staff using the Danielson Framework for Teaching, as well as, evaluating all paraprofessional staff
- Maintenance of the IEP Plus Software District-wide, as well as, conditioning and meeting all Act 16 and Child Count (Penn Data) requirements
- Created and implemented Professional Improvement Plans for teachers and paraprofessionals with deficiencies
- Maintained positive relationships with principals in order to enhance learning opportunities and equitable supports for students with disabilities
- Developed and implemented state mandated Special Education Plans; and developed and implemented any required corrective action plans
- Worked with local parental task force groups to implement Include Me from the Start initiative within district elementary schools

Central Dauphin School District

Cyber School Coordinator January 2005-June 2005

- Developed the District's first cyber education program
- Created policies and procedures that governed the program
- Held community meetings and assisted 25 homeschool and charter school residents back to the District
- Hired all staff and coordinated and monitored curriculum development
- Worked closely with technology and other departments to ensure students and families were equipped with the proper technology

Central Dauphin School District

Special Education Teacher August 1998-January 2005

- Was integral in creating a model prison program for school-aged youth who were incarcerated as an adult within a county correctional facility
- Managed a caseload of 30-40 itinerant students who qualified for special education services
- Taught youth with disabilities reading, and science
- Worked with local school districts to assist students in earning their high school diploma

EDUCATION**California University of Pennsylvania**

Bachelor of Art in Mentally and/Physically Handicapped Education and Elementary Education August 1993-May 1998

- GPA: 2.80
- Volunteered in Pittsburgh Cities in Schools after school program
- Student Teaching Grade 4, regular education
- Student Teaching Grade 11 English, special education

Shippensburg University

Masters of Arts, Special Education, Minor in Emotional Disturbances

- GPA: 4.0

University of Pittsburgh

Special Education Supervision, Certificate

- GPA: 3.80

ADDITIONAL SKILLS

- JKM, Safe Crisis Trainer
- Check and Connect Trained
- Level 1 Wilson Certified
- Comfortable Providing In-service Trainings to Teachers and Support Staff
- Knowledgeable about the following programs: SRA Corrective Reading and Math, Rewards, Go Math, Read Naturally, Unique Learning System
- Participates on the Work Place Safety Committee and review worker compensation claims submitted by employees

BRIDGET MCDONALD
 Elkins Park, PA 19027
 (267) 481-0149
 mcdonald.bridget@gmail.com

EXPERIENCE

Psychotherapist May 2016 to September 2017

Einstein Healthcare Network- Long Term Structured Care Residence- Philadelphia, PA

Provided individual and group therapy to adults living with chronic mental illness utilizing the Recovery Model approach.

Evaluated therapeutic growth through completion of daily clinical progress notes, monthly recovery plans and comprehensive case analyses.

Supported residents in pursuit of aspirational, recreational and life skills tasks within the milieu and the community

Clinical Social Work Intern August 2015 to May 2016 Veterans Administration Medical Center-Polytrauma Clinic-Philadelphia, PA

Provided counseling and case management services to Veterans diagnosed with Traumatic Brain Injury and PTSD.

Made weekly outreach calls to all Veterans involved with the Polytrauma Unit.

Developed and monitored Veterans initial and interim individualized Care Plans and Psychosocial Assessments.

Communicated veterans concerns to members of the interdisciplinary team in weekly meetings.

Co-Facilitated weekly life skills group therapy sessions with a representative of the Occupational Therapy team.

Clinical Social Work Intern August 2014 to May 2015 Wordsworth Academy, Acute Partial Hospitalization Program- Philadelphia, PA

Provided individual, group and family therapy to children aged 6-13 following an inpatient psychiatric hospitalization.

Completed all clinical documentation including initial and closing treatment plans and daily therapy notes.

Led daily therapeutic recreation activities including art, yoga and mindfulness meditation.

Mental Health Therapist October 2010 to May 2014 The Center For Autism- Philadelphia, PA

Developed and implemented therapeutic curriculum for youngsters on the Autism Spectrum ranging in ages from 3-13.

Facilitated therapeutic groups using art, play and movement based activities to bolster self-esteem, perception, understanding and expressing emotions, and working collaboratively with others.

Measured progress with individualized goals through data collection and daily progress notes.

Lead Clinical Case Manager July 2006 to April 2013 Wordsworth Academy- Philadelphia, PA

Responsibilities specific to the Lead Clinical Case Manager:

Conducted weekly individual supervision and monthly group supervision for the clinical case management department.

Monitored productivity amongst case management department through data collection and distribution to the Clinical Director.

Represented Residential Services at monthly organization wide department head meeting to increase collaboration amongst various departments.

Conducted interviews for all new hires within the case management department.

Additional Case Management responsibilities:

Provided clinical case management services to a caseload of 20 adjudicated dependent and/or delinquent juveniles living with an array of acute psychiatric and behavioral disorders within a residential setting.

Responsible for the completion and implementation of the client's Individual Service Plans, Monthly narratives, DHS structured case notes, quarterly reports as well as various other forms of clinical documentation.

Served as the primary liaison amongst outside parties involved in child's treatment including, but not limited to: family resources, DHS, Probation, legal representatives.

Developed court reports and represented client at all court listings.

Participated in daily multidisciplinary team meetings to discuss residents' prognosis.

Coordinated aftercare planning and completed all discharge paperwork.

EDUCATION

Temple University, College of Public Health—Masters of Social Work

January 2014 to December 2016

Concentration-Clinical Practice with Individuals, Families and Small Groups

Temple University, School of Social Administration- Bachelors of Social Work

August 2001 to May 2005

QUALIFICATIONS

Over ten years of direct clinical social work experience.

Completed 8 week Mindfulness Based Stress Reduction (MBSR) course.

Exceptional oral and written communication skills.

Culturally competent and adept at working with diverse populations.

Completed all training modules of The Sanctuary Model ®.

Trained in the Recovery Oriented Cognitive Therapy for Schizophrenia (CT-R) by The Beck Institute

Trained and certified in utilizing The UCLA PTSD Index for child/adolescent and parent scale to assess trauma from adverse childhood experiences

References available upon request

465 S River ST Wilkes Barre, PA 18702
Karen McGahee (570)582-3491 Karen.perez12@yahoo.com

HIGHLIGHTS OF QUALIFICATIONS

- Strong background as a case manager and counselor in community service centers.
- Experience recording case notes, maintaining files and confidentiality.
- Highly organized, motivated and committed to completing assignments on time.
- Recognized by supervisors, co-workers to be a dependable team member.
- Proficient computer abilities in Microsoft Office and Outlook.
- Assist as translator and interpreter for Spanish speaking clients; able to read, write and speak proficiently in English and Spanish.

RELEVANT EXPERIENCE

Adam's and Associates Job Corps Drums, PA
Academic Instructor of Mathematics/GED Nov. 2014 – Present

Luzerne Intermediate Unit 18 (LIU) Kingston, PA
Adult Literacy Instructor Jun. 2014 – Dec. 2016
Project Mom Case Manager
Housing and Urban Development Tutor

Luzerne County Head Start Edwardsville, PA
Assistant Teacher Jan. 2014- Jun. 2014

Catholic Youth Center Wilkes Barre, PA
Counselor Jun. 2013-Jan. 2014

King's College Partnership Program Wilkes Barre, PA
(Dan Flood Elementary Middle School) Aug. 2011- May 2013
Tutor

EDUCATION

King's College, Wilkes-Barre, PA 2013
Bachelor in General Science/ Secondary Education (Certified) GPA: 3.38
Minor in Mathematics (Pending certification)

EDUCATION

Elizabethtown College, Elizabethtown, PA May 2018
 Bachelor of Science in Elementary Education (K-4)
 Overall GPA: 3.73

TEACHING EXPERIENCE

Senior Level Student Teaching Experience: Fourth Grade August-December 2017

Hershey Intermediate School, Hershey, PA

- Designed daily lessons resulting in student understanding and ability to apply learned skills
- Implemented reward system for student struggling with off-task behaviors resulting in increased bodily awareness and less distractibility
- Participated in action research resulting in an increased understanding of student motivation and drive
- Implemented various assessment techniques to accurately track the progress of my students
- Continually assessed and reflected on my teaching to grow and become a more effective teacher
- Maintained a daily journal reflecting on my experience to keep track of my professional responsibilities

Junior Level Early English as a Second Language Experience: Third Grade February- May 2017

Hershey Elementary School, Hershey, PA

- Observed three Russian-Speaking English Language Learners resulting in better understanding of how ELLs learn differently than their English-speaking classmates.
- Completed a "Toolkit for Teaching English Language Learners" based on my daily observations resulting in a variety of resources for future use
- Worked one on one with students to practice implementing strategies for English Language Learners at varying levels of language acquisition

Junior Level Early Childhood Experience: Third Grade August- December 2016

Middle Paxton Elementary School, Dauphin, PA

- Planned, prepared, and taught lessons for small groups and whole class daily
- Planned, prepared, and administered weekly assessments based on lessons taught
- Graded student work/assessments to keep a running record of student GPAs
- Conducted close monitoring and evaluation on an individual student to track progress including strengths, weaknesses and areas of improvement
- Worked with remedial reading/writing students to improve basic skills such as spelling and grammar

Sophomore Level Special Education Experience: Autism Spectrum Class: Fourth Grade February- May 2016

Hershey Elementary School, Hershey, PA

- Observed and implemented methods to most effectively teach students with Autism Spectrum Disorder
- Taught mathematics lessons from the students' specialized mathematics program to reach their own unique needs
- Assisted students with Autism Spectrum Disorder through their daily morning routine to work towards independence in these aspects of daily life

Sophomore Level Early Childhood Experience: Kindergarten Classroom August - December 2015

Hamilton Elementary School, Lancaster, PA

- Worked with small groups of students in order to improve reading comprehension skills
- Conducted daily read aloud to small groups of students and created short lessons based off of books in order to track comprehension

Freshman Level Early Childhood Experience: Kindergarten Classroom February - April 2015

Goddard School, Hummelstown, PA

- Observed the teachers in the classroom to learn daily routines and time management skills
- Assisted small groups of children working through daily activities and learning games
- Worked behind the scenes to print, cut, laminate, and set up activities for the kids

Freshman Level: Foundations of Teaching and Learning; Early Childhood, Middle Level, Secondary Level Observations (3 separate 4 week rotations) September - December 2014

Saint Joan of Arc School, Hershey, PA

- Observed 7th grade social studies class to learn methods for teaching social studies
- Observed three year old class in order to learn methods for teaching young preschool children
- Observed 11th grade psychology class to gain knowledge and methods for teaching

SERVICE EXPERIENCE

Church Nursery Volunteer and Vacation Bible School Teacher

Saint Paul's United Methodist Church 2013- Present

- Monitor the 2-3 year old classroom for two hours during service time one Sunday a month
- Gained experience managing a group of about 20 young children
- Gained experience cooperating with other adults in lesson planning
- Created and taught biblical lessons to 3 and 4 year olds gaining experience leading a class

WORK EXPERIENCE

Dining Attendant

Masonic Homes Health Care Center, Elizabethtown PA 2014-2018

- Maintained 3.7 GPA while working 15-20 hours per week
- Spent time preparing meals, cleaning up from meals, playing games, and spending time with the elderly residents at Masonic Homes

ACTIVITIES

Kappa Delta Pi, Member 2015 - Present

Alpha Lambda Delta, Member 2015- Present
National Honor Society, Member 2014- Present

PROFESSIONAL DEVELOPMENT

Alice Training Fall 2017
Mandated Reporter Training Fall 2016

AWARDS AND HONORS

Dean's List, Elizabethtown College 2014-2018
Dean's Scholarship Award Recipient 2014-2018

Adam Christopher Mentzer
MSW, LSW
2007 Stone Mill Road
Lancaster, PA 17603
adamcmentz@gmail.com
(717)-333-5339

EDUCATION

Licensed Social Worker August 2014

Millersville and Shippensburg Universities of Pennsylvania, Millersville, PA December 2009
Master of Social Work MSW

Millersville University of Pennsylvania, Millersville, PA December 2005
Bachelor of Arts in Psychology

Harrisburg Area Community College, Lancaster, PA January 2002 – May 2003
Major: Social Work / Elementary Education

Behavioral Specialist Consultant/Mobile Therapist and Outpatient Therapist December 2013 – Present
PA Comprehensive Behavioral Health (PCBH), Lancaster, PA
As BSC/MT, services are provided in the client's home, school, and/or community settings
Collect input from the child, parent(s), Psychologist, and school staff, school teachers, and others whom work directly with the child to create a collection of documents that identify the primary problems to be addressed, who is to address them, how they are to be addressed, how progress is to be measured, and the time frame in which treatment is to occur
Design and develop the treatment plan, specific to each child, with active participation from the child, parents, school, psychologist, and any others whom have direct involvement with the child on a consistent basis
Lead the Interagency Service Planning Team (ISPT)
Complete all necessary documentation efficiently and accurately in order to assemble each authorization request packet within the prescribed time limits
Track the child's behavioral charting often with a TSS implementing the Behavioral Treatment Plan under the supervision of the BSC/MT
Complete all paperwork in a timely fashion
Remain current with necessary trainings
Deliver psychotherapy according to a written treatment plan
Develop child's strengths and increase the therapeutic effectiveness of the family
Encourage child to actively take part in his/her treatment
Collaborate with other individuals involved in the child's daily life while maintaining the utmost confidentiality
As Outpatient Therapist, services are provided at the office of PCBH with client's and their families present and includes Art, Music, Play, and traditional psychotherapies as well as cognitive behavioral therapy

Substitute Para-Educator June 2013 – December 2013
Lancaster-Lebanon IU-13, Lancaster, PA
Provide direct instruction for students primarily with developmental disabilities as per teacher's instructions.
One-on-one assistance for students during transitions from bus to classroom, classroom to bathroom, cafeteria, ect.
Additional tasks assigned at teacher's discretion.

Medical Social Worker (per diem) February 2013 – June 2013
Bayada Home Health, Lancaster, PA
Provided medical social work services to individuals in their place of residence
Short term therapy as necessary
Coordination of community resources including extended nursing facilities, and best care options for patients and their families

Medical Social Worker (per diem) March 2011 – August 2012
VNA Community Care Services/Lancaster General Health, Lancaster, PA
Provided patients with medical social services in their place of residence
Possessed knowledge of available community resources and agencies including, but not limited to, extended care facilities, retirement communities, and personal care facilities within Lancaster County which may be able to assist patients in their home
Assisted patients with understanding and accessing information and services regarding their medical insurance provider
Communicated with other disciplines including occupational therapy, physical therapy, speech therapy, skilled nursing, and home health aides in the most effective ways possible to benefit patient care
Provided short-term mental health therapy for patients in need of such services
Actively sought out new knowledge of community resources and agencies and the changes that policy may have on the delivery of services
Coordinated with hospitals and other health agencies to establish and provide the best care for the patient and family
Performed all necessary documentation and communication in a timely manner

School Based Outpatient Therapist January 2010 – December 2010
PA Counseling Services, Lebanon, PA
Provided direct mental health services to include intake assessment, individual/family/group therapy, and crisis intervention to assigned clients
Maintained regular contact with the parent/guardian of each client
Completed master treatment plans, treatment plan updates, managed care authorizations, and all chart requirements.
Furnished required reports to Child Line, legal system and other involved agencies, as necessary
Attended regularly scheduled staff meetings and clinical supervision in accordance with state law
Provided consultation for school staff regarding mental health issues of clients (as appropriate)
Conducted group therapy as necessary
Participated in the collection of mental health information and student outcomes data to be used for monitoring the overall performance and effectiveness of services provided

Out-and-About Program Counselor May 2004 – October 2012

Excentia (formerly PAI Corporation), Lancaster, PA

One-on-one relationship with three adult male clients with developmental and intellectual disabilities in which the focus is on improving their life skills and circle of support within the community.

Engaged in recreational, creative, and relationship-building activities with clients to promote and encourage independence and to improve social skills

Worked directly with clients and their families to promote client-led activities and ideas, as well as plans to identify and modify problem behaviors within the community.

GRADUATE PROGRAM FIELD PLACEMENT

Outreach Counselor (Concentration Year Placement) August 2008 – May 2009

AIM for Success Program (PA ACT 101 Program)

Millersville University of Pennsylvania

Carried a caseload of incoming freshman students who met criteria of the PA ACT 101 program

Attended weekly trainings and team meetings with other counselors and supervisors

Completed and presented a "Call for Change" project, involving a semester long Macro Level Social Work focused project, which incorporated agency planning skills including, but not limited to, community planning, budgeting, presentation to board/supervisory members, and additional Macro Level Social Work concepts

Masters Level Clinician (Foundation Year Placement) August 2007 – May 2008 Philhaven Adolescent Day Hospital, Lancaster, PA

Completed client intakes

Co-lead and lead an Adolescent Therapeutic Process Group

Carried a case load of clients and families (Individual and Family Therapy Sessions)

Attended team meetings and worked with a team comprised of MSW Clinicians, Child Psychiatrist, and Case Facilitators.

Created and monitored child and adolescent treatment plans

Placed utilization review calls and maintained contact with medical insurance companies regarding the progress of clients

Actively maintained up-to-date client paperwork

UNDERGRADUATE INTERNSHIP

After School Program Counselor January 2005 - May 2005

Excentia, (formerly PAI Corporation), Lancaster, PA

Involved one-on-one and group contact with adolescents, age 13 to 19 years, whom are diagnosed with various forms of cognitive disabilities

Promoted socialization opportunities for adolescents diagnosed with various cognitive disabilities

Modeled the Self-Determination Theory, positive behavior, positive social skills, and positive coping skills

RELEVANT EXPERIENCE

Outreach Counselor (Graduate Assistantship) August 2007- May 2009

Millersville University AIM for Success, Millersville, PA

Carried a caseload of sophomore, junior, and senior status college students on academic probation and who meet criteria for PA ACT 101 program

Assisted students on academic probation with discovering ways to improve their grades by actively working with them to increase their awareness, through introspection of the causes of their academic probation

Improved the students studying habits and willingness to ask for assistance when academic assistance is necessary

Collaborated extensively with the Director and Assistant Director of the AIM for Success program to improve the ways in which we assist our students

Taught a seminar course titled "The Turning Point" every Thursday discussing how to improve one's academic situation

Summer Camp Group Leader July 2008 and July 2009

Aaron's Acres Lancaster, PA

Created and implemented activities for each day of each two week camp session for adolescents with cognitive and/or physical disabilities.

Coordinated staff in the completion of daily assignments and activities

Program Coordinator/Caseworker February 2007- July 2007

The Lodge Inc. of PA, Lancaster, PA

Completed client biopsychosocial evaluation intakes of new consumers

Contacted various agencies to aid in the housing searches for the consumer

Visited various homeless shelters to learn about the services provided from various agencies

Completed necessary trainings with consumers as outlined in consumer's plan of care

Involved a teamwork approach to creating the best plan of care for each consumer

Therapeutic Support Staff (TSS) December 2006 – February 2007

Community Services Group, Lancaster, PA

Supervised therapeutic activities, crisis intervention techniques, immediate behavioral reinforcements, emotional support, time structuring, time-out strategies, and additional psychosocial rehabilitative activities as prescribed in the treatment plan

Collaborated with members of the treatment team in addition to the family and child

Provided written documentation supporting the progress of the treatment plan and its implementation

Assistant Agency Director June 2006 – October 2006

Excentia (formerly PAI Corporation), Lancaster, PA

Involved planning and implementing activities for the Adult Program and After School Program

Assisted with administrative duties as necessary to the running of the agency

Oversight of all agency programs

Assisted with all developmental, fundraising, grant writing, and public relations tasks

Traveler and Therapeutic Musician

Honduras (cities of San Pedro Sula, Tegucigalpa, and Island of Utila)

After School Program Staff August 2004 - June 2005

Excentia (formerly PAI Corporation), Lancaster, PA

Involved appropriate play and socialization modeling with children (4 to 12) and adolescents ages 13 to 19 years, who are diagnosed with various forms of cognitive disabilities

Modeled positive behavior, positive social skills, and positive coping skills necessary for clients

VOLUNTEER

PAI Corporation January 2005 – October 2012

Volunteered at the After School Program and socialized with the attending students until June 2006

Volunteered 10-15 hours weekly and on weekends with "Out-and-About" client in addition to paid time

AWARDS & ACHEIVEMENTS

John Fredrick Steinman Fellowship for Graduate Degree

Graduate Assistantship, Millersville University of Pennsylvania

J. Harry Hibshman Scholarship Award Recipient

Psychology Honors Program Candidate

Psi Chi, Psychology's National Honor Society, Lifetime Member (by nomination only)

Kayla Miller

- Instructional I – Grades PK-4 (2825), June 2014
- Instructional I – Special Education PK-8 (9226), December 2015

Professional Experience

Hope for Hyndman Charter School

- Second Grade Teacher 2017-2018
 - After School and After 3 Tutor 2017-2018
 - 7th and 8th Grade Reading Competition Advisor 2017-2018
 - Fourth Grade Teacher (all subjects except science)/Third Grade Social Studies Teacher 2016-2017
 - o Instructed 16 students in a full inclusion classroom.
 - o Collaborated and utilized co-teaching strategies.
 - o Crafted and preformed data-driven, engaging, and differentiated cross-curricular lessons aligned to the PA Common Core.
 - o Tutored students enrolled in the statewide After School and After 3 Program.
- Community Action Partnership for Somerset County/Tableland Services
- Head Start Teacher/Family Service Specialist, 2015-2016
 - o Provided a developmentally appropriate, hands-on approach to learning.
 - o Established and maintained family involvement by conducting 3 home visits a year, coordinating and presenting monthly parent meetings, and designing monthly newsletters.

Meyersdale Area School Distirt

- Kindergarten Long-term Substitute Teacher, January-April 2015
- Designed lesson plans and implemented reading strategies including “think-pair-share.”
- Day-to-Day Elementary Substitute Teacher, 2014-2015

Shanksville-Stonycreek School District

- Middle School/High School Band and Algebra I Long-Term Substitute Teacher, August-September 2014
- Day-to-Day Pre-Kindergarten-12th Grade Substitute Teacher, 2014-2015
- o Followed lesson plans and preformed daily tasks as assigned by the permanent teacher.

Education

Indiana University of Pennsylvania, Indiana, PA

Duel Certification in Special Education Grades PK-8, December 2015

- GPA 4.0/4.0

University of Pittsburgh, Johnstown, PA

Bachelor of Science in Early Childhood Education, April 2014

- GPA 3.772/4.0, Summa Cum Laude

“Ms. Miller has exhibited outstanding classroom management skills...the students have been on task and highly motivated...Ms. Miller continues to perform in a manner that could be categorized as distinguished. If there was a position available...we would not hesitate to hire her.”
 Dr. Thomas McInroy, Former Shanksville-Stonycreek School District Superintendent

Contact Information

Kayla Miller

517 Cambria Road

Berlin, PA 15530

(814) 483-4937

kaylamiller474@gmail.com

“I have been able to see Ms. Miller’s growth into a true professional educator...She is very accomodating to the student(s) needs and is a true team player. I have been continuously impressed with her desire to give her best effort to her students. Ms. Miller has always done a skillful job, in the classroom, and she does an excellent job of establishing a good rapport with everyone she works with (staff, parents, and students). Her integrity is of high value and she constantly dedicates herself for the betterment of the students.”

- Mr. Douglas Ledney, University Supervisor

2632 Gateway Drive
 Harrisburg, PA 17110
 (717)439-2025
<http://www.portfoliogen.com/sarahminnick/>
saminnick@gmail.com

SARAH MINNICK

EDUCATIONAL PHILOSOPHY

Today's classroom should include student choice, engagement, and innovation to immerse students in meaningful learning educational experiences.

SKILLS & ABILITIES

Curriculum writing

Articulate Storyline

EXPERIENCE

CAPITAL SCHOOL DISTRICT, DOVER, DE

CENTRAL MIDDLE SCHOOL

August 2017-present

Taught 7th Grade Social Studies

Lesson Planning

HELEN THACKSTON CHARTER SCHOOL, YORK, PA

August 2015-June 2017

Taught U.S. History, World History, and Law grades 9-12

Lesson planning

Participated in IEP meetings as general education teacher

Contributed to high school data teams

Modified and accommodated instruction and assessment for ELL and special education students

Facilitate Social Studies Department meetings

Junior class advisor- 2015

Curriculum writing for Social Studies Department

o U.S. History

o World History

o Civics

o Economics

o Psychology

o African American History

o Law

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL, EXTON, PA

August 2004-June 2015

Taught World Cultures, Civics, World History, US History, and Political Science for grades 7-12

Curriculum writing for high school Social Studies courses

Lesson planning

Participated in IEP meetings as general education teacher

Modified and accommodated instruction and assessment for ELL and special education students

Initiated newsletter publications to share best practices and practical implementation of information gained at conferences by various staff

members and directives from administration

Page 2

Communicated closely with parents and students

Committee Member

o Faculty Advisory Committee,

o Teacher Induction Committee

o Curriculum Council Committee

o Elementary Technology Committee

o Elementary Implementation Committee

Student Council coordinator (2009-12)

SADD coordinator (2009-13)

Staff development team member- planned and presented professional development for staff in curriculum and supplemental resources

including Google Apps, Skype/ooVoo, and Discovery Education

ERIE DAY SCHOOL, ERIE, PA

September 2001-June 2004

Taught and designed American History Through Film course for grade 8

Taught a basic touch typing class with grades 6-8

Substituted for grades 4-6

Supervised student after school program

EDUCATION

AMERICAN COLLEGE OF EDUCATION JUNE 2014

Pursuant to Masters in Curriculum and Instruction (ongoing)

INDIANA UNIVERSITY OF PENNSYLVANIA MAY 2001

Bachelor of Science in Education

Certification- Social Studies 7-12

LEADERSHIP

Lead Teacher Grades 9-12 Achievement House Cyber Charter School 2009-2012

REFERENCES

SHIRLEY MURRAY, PRINCIPAL, PENN MANOR SCHOOL DISTRICT

(717) 464 - 3831 EXT. 3801, Shirley.murray@pennmanor.net

RONI REED, INSTRUCTIONAL COACH, HELEN THACKSTON CHARTER SCHOOL

(717)430-1485, rlreed625@gmail.com

PAULA PHENNEGER, HISTORY TEACHER, HELEN THACKSTON CHARTER SCHOOL

(717)542-4546, paulaphenneger@gmail.com

AMBER KRZANOWSKI, SPECIAL EDUCATION TEACHER, YORK SUBURBAN SCHOOL DISTRICT

412-225-4763, Krzanowski.amber@gmail.com

Professional Goal:

To obtain a professional teaching position in secondary education to enrich the lives of students and to inspire growing minds through experience and knowledge of mathematics.

Education:

Bloomsburg University (2009-2012)
Curriculum/Program: Secondary Education: Math
Minor Program: Educational Technology
Graduated: Fall 2012 Magna Cum Laude
PA Certified 7-12 Mathematics
Overall GPA: 3.82
Dean's List

Professional Education Experiences:

Long-term substitute for Wayne Highlands Middle School August 2014 - February 2015
Mrs. Courtney Krajkovich – Mathematics – Pre Transition and Transition
Mathematics

Long-term substitute for Honesdale High School January - March 2014
Mrs. Laura Lockwood – Mathematics – Pre Calculus and Algebra 1

Long-term substitute for Honesdale High School August 2015 – February 2016
Mr. William Gibney - Physics – Physics I and Physics II

Long-term substitute for Honesdale High School August 2016 – February 2017
Mrs. Laura Lockwood – Mathematics – Algebra I and A.P. Statistics

Long-term substitute for Honesdale High School March 2017 – June 2017
Mr. William Gibney – Physics – Physics I and Physics II

- PSSA, 4Sight and Keystone Proctor 2013 – 2017
- Graded 4Sight Assessments – Mathematics – 7th and 8th grade forms Fall 2014 and Winter 2015
- Substitute teacher for Wayne Highlands School District January 2013 – June 2017
- Tutor high school and middle school students in Mathematics January 2013 - Present

Other Employment Experiences:

- Accountant at the Himalayan Institute May 2017 - Present
- Financial Secretary for Central United Methodist Church 2014 – Present
- Advisor for Youth Group at Central United Methodist Church 2015 – 2016
- Community Assistant (CA) at Bloomsburg University 2011-2012

Student Teaching:

- Placement 1: Southern Columbia High School
 - o Classes: Algebra 2, Algebra 2 Honors and Pre-Calculus
- Placement 2: Bloomsburg Area High School
 - o Classes: Algebra 1, Applied Geometry and Geometry

Field Experiences:

- Boys and Girls Varsity Tennis Coach – Honesdale High School Spring 2016 – Spring 2017
- Volunteer Soccer Coach – Central United Methodist Bible School Summer 2013 - Present
- Selected to represent the education department for NCATE review Fall 2012
- Selected to interview potential candidates for mathematics professor position at Spring 2012
Bloomsburg University
- Spoke to university education class regarding student teaching Fall 2012
- Spoke to incoming freshmen on behalf of the BU Mathematics Department Fall 2011
- Represented Educational Technology Minor at the Bloomsburg University Minor Fair Spring 2011
- Served as a judge at Bloomsburg University Math Contest 2011-2012

Honors & Activities:

- Treasurer of Bloomsburg University Math Club 2009-2012
- PSEA member 2009-Present
- Kappa Delta Pi member Fall 2011-Present
- Kappa Mu Epsilon member Fall 2011-Present
- Who's Who Among College Students Fall 2011-Present

References:

1. Mr. Chris Pietraszewski – Principal at Honesdale High School
Phone # (570) 309-4640
2. Pastor Robert Kazinski – Pastor at Central United Methodist Church
Phone # (570) 852-3441
3. Mr. Brian Fulp – Director of the Himalayan Institute Retreat Center

Phone # (570) 309 - 7860

4. Mrs. Jacqui Slifko-Barna - Reach Cyber Educator
Phone # (570) 352-8623

Stephanie Naro
1037 Luke Avenue | Dunmore, PA 18510
Phone: 570-504-6909 Email:StephNaro@Gmail.com
Experience

Assistant Women's Lacrosse Coach January 2018- Present
Marywood University, Scranton PA
Responsible for assisting the Head Coach in all aspects of running an intercollegiate Lacrosse program.
Teach/develop skills in a successful, safe manner.
Create, present, and maintain records of lesson plans for practice drills/procedures detailing the desired goals to be achieved.
Works with head coach in recruiting process.
Video tapes, and uploads videos of games.

Success Coach June 2016- December 2017
Penn Foster College, Scranton PA
Working one-on-one with students analyzing their academic goals and achievements.
Conducting orientation with every student ensuring they are familiar with policies and procedures of the institution as well as the requirements to fulfill their degree program.
Evaluating students' academic progress and providing feedback on their educational advancements.
Actively reaching out to students in need of additional assistance and providing motivational support.
Quality management of student portfolios for both academic and financial liabilities.
Leading projects to determine inventive ways of engaging students socially and academically.
Identifying students in need of academic intervention; providing numerous resources in order for them to be successful in their goals.
Experience working with a diverse group of students including adult-learners, veterans, students of numerous socio-economic and cultural standings, international students as well as students with disabilities.
Building and maintaining relationships with students in order to mentor and advise students.
Billing and payment processing for all students under my direction.
Provide information to students in need of financial assistance to prevent suspending studies due to financial constraints.

Head Girls Lacrosse Coach March 2014- December 2016
Scranton Preparatory School, Scranton PA
First ever head coach for School's Lacrosse Team.
Lead team to playoff berths all seasons, extremely successful for a start-up team.
Instructor of fundamentals and rules of the game as well as lessons in sportsmanship.
Scheduled games and practices among my full-time employment as well as student's academic and extracurricular activities schedule.

Lead Financial Consultant/ Customer Service Associate September 2014- June 2016
Road Scholar Transport, Dunmore PA
Quality Management of billing requests and processes.
Collaborating with team members to ensure quality assurance of products, services and requests.
Data processing and analysis of bills of lading.
Completed numerous administrative tasks including, scheduling and coordinating appointments, filing and distribution of paperwork, as well as answering calls in a high volume office.
Constantly interacting with customers to provide the best service, answers inquiries and problem solving troubleshooting throughout the department.

Bank Teller June 2013- September 2014
First National Community Bank, Dunmore PA
Head teller during times of high volume business, supervising activities of all staff.
Conducting numerous banking transactions for both personal and business banking customers.
Quality control amongst banking processes including verifying authentication of cash, checks and deposits made by customers.
Selling of products and services to potential and long-term customers.
Providing excellent customer service to all individuals in need of banking assistance.
Customer Service Representative September 2012- November 2012
TMG Health, Jessup, PA
Providing customer service to inbound consumers in need of insurance assistance.
Experience working with health insurance, most specifically Medicare Part D.
Involvement with enrolling consumers into Medicare Programs.
Billing and processing of Medicare claims for consumers.

Education
Teach-Now Program
Teaching Certificate in Special Education K-12 June 2017- March 2018

Marywood University August 2012
Bachelor of Arts Degree: Broadcast Communications and Digital Media

National Financial Educators June 2016
Certified financial Education Instructor

Penn Foster College June 2016
Career Readiness Bootcamp

Penn Foster College In Progress
Certified National Personal Trainer
Leadership
Leader of implementing new student outreach program to increase student success throughout programs, 2016
Two- Year Captain, Marywood Women's Lacrosse, 2011-2012
Team Lead, mentoring and leading a team of 19 women both on and off season, 2011-2012
1st Team All- Conference, CSAC, 2011

2nd Team All-American, CSAC, 2011
Honorable Mention All- Conference, CSAC, 2012

ASHLEY N. NEWCOMER

38 Chestnut Hollow Drive, Dillsburg, PA 17019

Cell: (215) 527-7883

Shlee4690@gmail.com

WORK HISTORY

New Story School, Harrisburg, Pennsylvania *March 2018-Current*

Special Education Teacher

Duties include:

- Create lesson plans according to students needs
- Create and update IEP information
- Assist students with daily activities such as bathroom, hygiene, and eating
- Work with students with Autism and TBI
- Provide accommodations and modifications according to students IEP

Beaudry Oral Surgery, Camp Hill, PA *April 2017-March 2018*

Oral Surgery Assistant

Duties include:

- Responsible for maintaining patient's airway during procedures (suctioning)
- Responsible for taking panoramic radiographs, cone beam CT, periapical radiographs
- Accountable for sterilization, breaking down/setting up treatment rooms, viewing charts, patient care
- Clerical work; updating and maintaining patient files; scheduling appointments

Oral Surgery Associates, Olympia, Washington *June 2015 – March 2016*

Oral Surgery Assistant

Duties include:

- Passing instruments, suctioning, responsible for maintaining patient's airway, pushing anesthetics during procedures
- Responsible for taking panoramic radiographs, cone beam CT, periapical radiographs
- Accountable for ordering supplies, sterilization, breaking down and setting up treatment rooms, viewing charts, patient care.

Towne & Country Consignment Shoppe, Chalfont, PA *January, 2004 – June 2012*

Store Manager, Part Time

Duties Include:

- Selling, pricing and display of merchandise
- Bookkeeping
- Advertising and planning of store events for sales
- Kept track of 3,000 consigner files and inventory
- Worked with Word, Excel and Microsoft Outlook
- Customer service

TEACHING EXPERIENCE

7th Grade Resource Language Arts Teacher, *August 2016-January 2017*

Washington Jr High School-Conroe, TX

- Created age-appropriate lesson plans
- Conducted tutorials
- Created IEP's
- Case Manager to students in Special Education
- Tracked students' grades, attendance, behaviors

Westfield High School—Summer Behavior Program Internship, *June/August 2014*

Spring, Texas

- Worked alongside my brother who was the PASS teacher in Special Education at Westfield High School (Spring ISD)
- Observed modified summer instruction
- Developed mock IEP's (goals and objectives) using scenarios
- Sat in on mediations and observed social skill exercises in the PASS summer program
- Tracked case management students grades, attendance, and behavior throughout the summer

Kinderworks, Pre-School Teacher/Substitute, *April 2013 – August 2013*

Montgomeryville, Pennsylvania

- Utilized the Thematic approach with children which integrated all curriculum areas and allows them to explore their individuality.
- Implemented my own ideas to add to the curriculum.
- Integrated the Montessori method of learning.
- Presented children with projects and activities and allow them to explore their individuality.

King's College Early Learning Center, Assistant, *July 2012 – March 2013*

Wilkes-Barre, Pennsylvania

- Provided instruction to children to further their learning and cooperation.
- Used individual and group activities to accomplish learning goals.
- Created lesson plans according to the curriculum.
- Promoted children's learning and development to support families diverse needs and interests

Safety Net Counseling-Partial Hospitalization Program, Internship, *January 2012 – May 2012*

Mount Carmel, PA

- Provided counseling and therapeutic services to children ages 4-17
- Worked one-on-one as well as individually with students.
- Worked with a variety of backgrounds such as:

- Physical Violence
- Emotional and Behavior disorders
- Social Issues
- Learning Disorders

QUALIFICATIONS

- Background in developing IEP's (goals/objectives/PLAFFP's)
- Equipped with social skill exercises and behavior management plans
- Creating Lesson Plans
- Knowledge of a variety of technologies used by students with special needs (VI, ED,OHI,LD)
- Experience working with individuals with diverse disabilities
- Exceptional communication skills with the ability to interact with a wide range of personalities and ages
- Proficient in Word, Excel, Microsoft Outlook

TE_xES CERTIFICATIONS

- Special Education EC-12 Certification
- ESL Certification

EDUCATION

Bloomsburg University-Bloomsburg, Pennsylvania: Undergraduate *June 2008- May 2012*

Major: Bachelor of Science--Social Work

Activities: Helping Others Club, Big Brothers/Big Sisters Volunteer, ACT 101 Tutor, Social Work Club

REFERENCES

Upon Request

MAURA NEWELL
 804 Generals Drive, Norristown, PA 19403
 Phone (610) 220-9543
 Email: mo4424@aol.com

OBJECTIVE: To obtain an Elementary School teaching position and utilize my teaching skills and ability to communicate effectively with children of all ages.

SUMMARY OF QUALIFICATIONS:

- Certified special education and elementary school teacher with experience in teaching diverse student populations
- Develop lesson plans to facilitate academic, social, and personal growth of students
- Evaluated highly on classroom management ability and skill in developing plans to accommodate differing learning levels and styles
- Experienced in using technology in the classroom
- Use methods of teaching various subjects based on developmental psychology principles
- Able to relate well to parents, administrative staff and co-workers

CERTIFICATIONS:

Commonwealth of Pennsylvania -Special Education, Handicapped and Mentally Handicapped K-12
 Commonwealth of Pennsylvania - Elementary Education K-6

EDUCATION:

Cabrini College, Radnor, PA August 2004-May 2008
 Bachelor of Science - Elementary/Special Education

TEACHING EXPERIENCE:

Visitation B.V.M., Trooper, Pa September 2011- Present
 1st Grade Teacher

- Created and implemented daily lesson plans, as well as units of instruction
- Adapted assignments for individual needs
- Developed classroom and individual behavior plans
- Established excellent rapport with colleagues, students, and parents
- Ensure daily prayer and encourage children to be spiritual hosts to the written Word of God
- Responsible for morning hall duty when students arrive at school
- Responsible for recess duty while children are at play
- Develop individual forms of communication to parents based on the needs of each individual child

Visitation B.V.M., Trooper, Pa September 2010- September 2011
 School Librarian

- Created and implemented daily lesson plans, according to grade level
- Supported and aided students in research and study
- Promoted critical thinking skills by providing students access to a variety of resources
- Adapted assignments for individual needs
- Responsible for organizing and maintaining the annual school Book Fair
- Established excellent rapport with colleagues, students, and parents
- Responsible for after school Reading Olympics Book Club

Visitation B.V.M., Trooper, Pa September 2009- September 2010
 Substitute Teacher

- Provided instruction following the classroom teacher's lesson plans
- Managed an organized and focused learning environment

Eisenhower Middle School, Norristown, PA June- August 2009
 ESY Special Education Teacher

- Created and implemented daily lesson plans, as well as units of instruction
- Adapted assignments for individual needs
- Developed classroom and individual behavior plans
- Planned classroom field trips
- Established excellent rapport with colleagues, students, and parent

East Norriton Middle School, Norristown, PA August 2009-June 2009
 Building Substitute Teacher

Long Term Substitute Teacher for the Educational Assistance Program (EAP)

Long Term Special Education Substitute Teacher

- Adapted assignments for individual needs
- Created and implemented daily lesson plans
- Employed various units of technology
- Prepared students for the PSSA tests
- Established excellent rapport with colleagues, students, and parent
- Developed each child's Individualized Education Program based on their needs

OTHER EXPERIENCE:

Montgomery County Community College, Blue Bell, PA May- Aug 2007 May-Aug 2008

Administrative Assistant to Vice President of Student Affairs

- Worked in busy student affairs office, Student Success Center, greeting and registering students to see advisors and counselors
- Made appointments and appropriately directed incoming telephone calls
- Responsible for filing and faxing paperwork
- Assisted in entering student's course work into the college's database

Professional:

Member of the Religion, Science, and Enrollment committees for Middle States

Computer Skills include proficiency in Microsoft Word, Microsoft Excel, and Microsoft PowerPoint

REFERENCES AVAILABLE UPON REQUEST

Margret R. Nottingham

119 Brady Avenue
Washington, PA 15301
724-207-0570
magchev024@gmail.com

Objective: To obtain a position in education that will allow me to use my strong passion for student development coupled with my skills and experience that will enable me to make a difference.

Education: **Master of Arts, Elementary Education**

California University of Pennsylvania
Graduated December 2002

GPA: 3.83

Bachelor of Arts, Communication – Concentration in Speech

California University of Pennsylvania
Graduated December 1999

GPA: 3.38

Special Education Certification

California University of Pennsylvania

GPA: 4.0

**English Language Arts/
Special Education
Teacher:**

**Margaret Bell Miller Middle School/Waynesburg Central
High School**

Central Greene School District

November 2010-June 2018

- Develop, implement and adapt Individual Education Plans.
- Formulate and administer daily lesson plans that are creative, and actively involve students in the learning process.
- Share planning and responsibility with general education teachers in inclusion classrooms
- Demonstrate knowledge of subject matter.
- Implement PA Common core Curriculum
- Evaluate student progress and provide meaningful feedback and positive reinforcement.
- Maintain a positive working relationship with parents and fellow staff.
- Clearly define classroom rules, and implement behavior contracts when necessary.
- Develop skills to enhance job performance.

Keyholder:**Five Below - Washington, PA**

November 2016 - Present

- Successfully manage activities of team members.
- Monitor daily activities of team members.
- Train new quality customer service representatives.
- Address customer feedback immediately
- Effectively communicate with team members to maintain clearly defined expectations.
- Resolve customer questions, issues and complaints quickly and efficiently.
- Generate and distribute daily reports and order acknowledgements to appropriate personnel.
- Maintain effective communication with customers and team members.

Special Education**Teacher:****Holy Family Institute – Washington Day School**

September 2008 - October 2010

- Promote the Mission and Philosophy of Holy Family Institute.
- Manage crisis situations through utilization of skills learned in agency-approved training.
- Develop and implement comprehensive Individual Education Plans.
- Formulate and administer daily lesson plans that are creative, and actively involve students in the learning process.
- Demonstrate knowledge of subject matter.
- Adapt Individual Education plans as needed.
- Evaluate student progress and provides meaningful feedback and positive reinforcement.
- Maintain a positive working relationship with parents and fellow staff.
- Clearly define classroom rules, and implement behavior contracts when necessary.
- Provides direction to the Teacher Aide.
- Complete required documentation in keeping with agency standards.
- Develop skills to enhance job performance.

Program**Coordinator:****Washington Family Center – LEARN Program**

December 2007- September 2008

- Implement and evaluate the "Linking, Educating And Renewing Neighborhoods" Program within the Washington, Bethlehem-Center and Bentworth School Districts
- Recruitment and orientation of program participants
- Maintain daily office hours and attend state and federal trainings as necessary
- Select and implement approved curriculum to provide academic enrichment
- Provide support to community partners in the LEARN Program
- Prepare, submit and maintain all required program documentation and correspondence in a timely manner
- Participate in the LEARN Evaluation Team

**Behavioral
Specialist
Consultant:**

Family Behavioral Resources

July 2007-December 2007

- Prepare Treatment Plans in order to address specific goals and objectives of the child's behavior
- Participate in IEP meetings for school-age children
- Develop programming/lesson plans to meet goals and objectives stated in Treatment Plan
- Observe behavior and collect data to create appropriate behavior modification plans utilizing Applied Behavior Analysis
- Attend required trainings and workshops to continue professional development
- Provide assistance and training to Therapeutic Support Staff to implement programs

Computer Skills:

Microsoft Office, Google Chrome applications and Internet

Certifications:

ALICE, Suicide prevention, Guidelines for Holocaust, Genocide, and Human rights Violation Education-ACT 70

**Additional Work
Experience:**

Sales Associate

Coach

10/2014-9/2015

Settlement Coordinator

Advantage Equity Services

4/99-8/01

Sales Associate

Sarris Candies, Inc., Canonsburg, PA

1/92-9/2007

References: Available Upon Request

Donna Pfrogner
 136 River Road, Belle Vernon, PA 15012
 dpfrogner@yahoo.com
 (724) 489-4812

Strengths

- Extensive curriculum planning based on individual needs, strengths and learning styles
- Establishing weekly and yearly goals for various age and developmental levels
- Cultivating an environment that encourages independent, self-motivated learning
- Working collaboratively with colleagues towards a common goal

Experience

Agora Cyber Charter School Wayne, PA November 2009 – Present

- Build strong collaborative relationships with families, serve as their first point of contact and maintain consistent communication
- Provide continuous support to families by responding to their concerns and questions, serving as liaison between families and Agora staff, and assisting with use of school systems and programs
- Monitor student attendance and develop School Attendance Improvement Plans (SAIPS)
- Increase student academic engagement by removing barriers to learning and by providing firm, consistent, insightful support and encouragement through phone calls, emails, and virtual and face to face conferences.
- Work collaboratively with students and learning coaches to create individual academic plans which include both short and long term goals to motivate students to become more actively engaged in class and to take ownership of their own learning leading them to reach their highest academic and personal potential
- Collaborate with teachers, advisors and guidance counselors to ensure student success
- Encourage school community by organizing local events
- Ensure compliancy with all school policies such as maintaining updated contact information and completing both state tests and school assessments
- Serve as PSSA/Keystone Site Coordinator
- Conduct information sessions for families considering enrollment with Agora

Ellison Industrial Controls Belle Vernon, PA July 2007 - Present

- Perform office procedures with speed and accuracy: telephone and email business correspondence, billing, filing, organizing and maintaining sales records
- Proficient in Microsoft Word, ACT database, and Quick Books
- Schedule appointments, conduct sales presentations, develop quotes, obtain orders and arrange shipping to customers
- Conduct product training for customers and assist with application problems

Home School Educator Belle Vernon, PA September 1997 – Present

- Establish yearly objectives to comply with Pennsylvania home-school laws
- Develop curriculums to meet the educational needs of students of different ages and learning styles
- Compile multi-level unit studies including activities of interest, projects, field trips, and literary supplements to enhance subject content application
- Manage portfolio documentation for year-end evaluation

Home School Evaluator Belle Vernon, PA May 2006 – Present

- Evaluate K-6 students' educational portfolios to assess progress and compliance with PA home-school law
- Collaborate with students and parents to discuss academic goals which focus on enhancing academic strengths and improving performance in weaker subject areas
- Consult with parents regarding portfolio documentation, expectations for future educational levels, and curriculum-planning

Teacher Washington, PA September 2005 – Present
 Member of Co-op Curriculum Planning Committee

- Develop and teach several multi-level units emphasizing a hands-on approach to learning
- Coordinate co-op wide science fair for K-12 students

Librarian – Trinity Area School District Washington, PA Sept 1991 – June 1994

- Restructured and updated three school libraries
- Created, promoted, and organized school-wide reading programs
- Instructed K-5 students in library skills and literary units
- Collaborated with teachers to integrate library skills with classroom curriculums
- Selected and ordered quality, high interest materials to be incorporated into curriculums

Bachelor of Science: Elementary Education August 1991

Mary Kay Pronio

1625 St. Andrews Drive Mobile: 412-475-3118
Oakmont, PA 15139 Email: marykaypronio@gmail.com

PROFESSIONAL EDUCATIONAL EXPERIENCE

Landi Subject English-Present

- Teaching on-line English lessons to students in China
- Riverview School District-Oakmont-PA- Present
- Substitute teacher for elementary and special education classrooms
- Permanent substitute for enrichment teacher (8 weeks)
- Allegheny Valley School District- Springdale PA- March 2016 to present
- Substitute teacher for elementary and special education classrooms

Agora Cyber Charter School - Wayne PA – February, 2011 to February, 2016
Special Education Teacher

- ESY teacher for Life Skills students
- Assessing student IEP goal progress
- Co-teaching in live on-line daily classes
- PASA test administrator

Riverview School District – Oakmont, PA – 1993 to 1998

Special Education Teacher K-6, Tenth Street Elementary School – 1995 to 1998

- Provided resource room instruction (Pull-out) and inclusive support (Push-in) in all core academic subjects
- Differentiated and individualized students' daily assignments, learning centers, homework and assessments
- Inclusion Specialist, Tenth Street Elementary School – 1993-1994
- Provided inclusionary support for students (Push-in).
- Successfully partnered with classroom teachers to adapt activities, projects, homework, tests and schedules
- Fox Chapel Area School District - Fox Chapel, PA – 1991 to 1993
- 1992-1993: Personal Student Aide – Dorseyville Middle School
- 1992: Resource Room Teacher – K-3 (Maternity leave replacement)
- 1991-1992-Day to Day Substitute

Pennsylvania Professional Teaching Certifications: Level 2
Elementary Education
Special Education

EDUCATION

Duquesne University, Pittsburgh, PA
Masters of Science in Education. (Special Education) – 1991

John Carroll University, University Heights, OH
Bachelors of Arts. Elementary Education – 1990

Daniel M. Purnell
 P.O. Box 716 Montgomeryville, PA 18936 Phone: 215-668-4911 Email: purnell.daniel@gmail.com

EDUCATION

Master of Education - May 2000

Saint Joseph's University - Philadelphia, PA

- Simultaneous Work/Study effort. Program focused on research based and experiential education techniques.

Bachelor of Arts, Philosophy - December 1993

St. Charles Borromeo Seminary - Philadelphia, PA

- Participant in the Community Parish Leadership Program, with emphasis on community leadership and apostolic development.

PROFESSIONAL EXPERIENCE

Agora Cyber Charter School System

Family Coach (September 2012 - February 2016)

- Responsible for forging and maintaining strong relationships with students and parents throughout the families' enrollment with Agora.
- Actively managing a case load of ~60 students; dedicated to helping client families navigate the unique day-to-day duties and responsibilities associated with the online learning program.
- Serve as primary point of contact connecting students and families with the broad spectrum of school system services.
- Serve as a mobile case worker for client base, making frequent home visits and conducting face-to-face progress assessments.
- Hold weekly office hours to provide students and families a designated time to speak individually about progress, challenges and opportunities to maximize the learning experience.
- Support a comprehensive approach to the education experience by organizing and facilitating local "Agora Day Out" events that bring students and families together for socialization and experience sharing.
- Utilize multiple electronic tools and software as part of daily program administration and support
- Regularly liaise with fellow family coaches and broader Agora resources to ensure best practice sharing and incorporation of latest tools and techniques.

Philadelphia Catholic Secondary School System

Bishop McDevitt High School

Instructor of Morality, Vocation and Church History (2010 - September 2012)

- Charged with assessing student competencies against educational standards and developing coursework to address achievement gaps.
- Responsible for curriculum and instructional design employing various learning methodologies.
- Utilized latest e-Education tools and techniques to establish a user-friendly electronic portal for instruction delivery, assignment management and parent engagement. Approach recognized as a leading edge example for remaining faculty, resulting in replication campus-wide.
- Collaborated with fellow faculty and administrators on best practices and techniques for successful content delivery.

Cardinal Dougherty High School:

Instructor of Intro to Catholicism and Principles of Morality (2006 - 2010)

- Served as Theology Department Lead Instructor, with numerous non-instructional responsibilities: annual retreat coordinator, Student Recruitment lead, and Community event organizer.
- First faculty instructor to employ web-enabled technology in classroom instruction and communications.
- Supported administration and student transition activities necessary to successfully execute the 2010 school closure plan.

Roman Catholic High School

Instructor of Morality & Ethics, Sacred Scripture (1994 - 2006)

- Served as the school's first Teacher/Coach, demonstrating the value of the congruence of classroom principles and sports strategies.
- Chaired the Technology Committee and pioneered efforts to integrate technology and classroom instruction.
- Prepared proposals and grant submittals, ultimately securing support capital to deploy tools across the school.
- Certified as campus "peer mediator," receiving special commendation for successful conflict resolution in numerous volatile situations.
- Recognized as district "Moderator of the Year" for personal initiative taken to establish a successful community service leadership development program.

St. Joseph's University, Philadelphia, PA

Grant Coordinator, (2001-2002)

- Served as the primary grant writing and research resource for the Education department.
- Responsible for identifying funding sources for education reform initiatives championed by the faculty and doctoral fellows.
- Utilized strategic planning skills to develop actions plans and mission statements for faculty initiatives focused on the advancement of educational programs.
- Advised graduate education students on classroom development plans and innovative educational outreach programs.
- Worked closely with the Dean of Graduate Arts and Sciences and conferred frequently with the Vice President of the University regarding education institution development.

AFFILIATIONS:

- Katharine Drexel Foundation, Philadelphia, PA Founder

A 501-C3 organization established to facilitate educational empowerment and to provide a means to fulfill Katharine Drexel's life-long ministry of servicing those traditionally denied access to education and other basic social services. The Foundation also creates inspirational outreach programs to ensure continued access and support for youth educational opportunities.

o Established an organizational structure that enable the Foundation to raise financial support, solicit the efforts of many talented public and private sector officials and build a presence within under-served communities.

o Developed the curriculum and implementation plan for the Village 2001 project - a summer youth enrichment program established to promote academic achievement and parental involvement.

o Supported successful adolescent development by organizing lectures and community workshops focused on academic achievement, study skills, conflict resolution, mediation, self-esteem, anger management and drug/alcohol intervention.

- American Society for Training and Development

- Kappa Alpha Psi Fraternity, Inc.

References Available Upon Request

1902 Highland Ave Apt 1
 New Castle, PA 16105
 (724) 856-5798
 Racquelwright1990@GMAIL.COM
 Racquel Rankin M.Ed

SKILLS

- Excellent ability to work one on one and in group settings.
- Effective time management and organizational skills.
- Microsoft office and other computer skills.
- Crisis intervention and trauma response.
- Ability to collaborate well within a team.
- Project design and management skills.
- Effective working with little or no supervision or instructions.

EXPERIENCE

Lake and Peninsula School District, King Salmon, Alaska — Itinerant School Counselor
 August 2016 - May 2018

- Academic
 - Developed Standards
 - Re-wrote cultural awareness standards to be more relevant to students.
 - Grade Tracking/ student monitoring
 - Used Powerschool as a way to monitor student grades, attendance and behaviors.
 - Post-secondary testing coordinator
 - Set-up and administered SAT, ACT and ACT workkeys to students.
 - Attendance monitoring
 - Tracking students for disruptions/ changes that will decrease success in school.
 - National Honor Society Advisor
 - Recruited and selected students to participate in NHS.
- Career
 - Graduation planning
 - Individual meetings with every secondary student to map the course to graduation.
 - Career and Technical Education Program
 - Assisted with student applications to CTE program.
 - Aligned CTE courses with district standards.
 - Was available for students' needs during CTE sessions (4 weeks per year).
 - Scholarships
 - Created a database of scholarships available to minority students.
 - Assisted individual students with scholarship searches.
 - Provided letters of recommendation for students applying to scholarships.
 - Proofread students scholarship essays.
 - Website updates
 - Manage public counseling website on the district website.
 - Included: resources for parents, scholarships, summer opportunities and information regarding mental health.
 - Career planning
 - Individual meetings with seniors, specifically for post-graduation.
 - Application assistance
 - College and trade school applications.
 - Corporation applications.
 - Scholarships applications.
 - Job applications.
 - Made connections with colleges, universities and trade schools in the state of Alaska.
- Social/Emotional
 - Crisis Management
 - Grief counseling to students and staff after student deaths.
 - Grief counseling to entire school and community.
 - Ongoing counseling needs after tragedies.
 - Individual counseling
 - Met with students in person and through cyber technology to discuss student needs.
 - Weekly and bi-weekly meetings with students.
 - Created personal wellness plans, behavior plans and goal setting.
 - Group counseling
 - Held groups for students with similar challenges.
 - Classroom lessons
 - Weekly classroom lessons for K-6 using Second Step curriculum.
 - Cyber lessons
 - Weekly synchronous classroom lessons for K-6 using Second Step curriculum.
 - Recorded lessons for asynchronous and future uses.
 - Newsletters
 - Quarterly newsletters to parents, students and staff.
 - Updated counseling goals.
 - SEL best practices for students, parents and community.
 - Self-regulation training
 - Trained staff to train students on self-regulation.
 - Assisted with self-regulation in classrooms.
 - Provided resources for staff to use in the classroom.
- Administrative Role
 - Implement and manage school counseling program
 - Professional Development to staff once a quarter
 - Self-regulation training.
 - Child abuse awareness laws.
 - Suicide prevention and awareness.
 - Stress and anxiety prevention.

- Communicated with multiple principals at multiple school sites
- Selected and traveled with all CTE students
- Communicate with parents, students and staff through phone, email, website and newsletters.

Sharon School District, Sharon, PA — School Counseling Internship
August 2015 - June 2016

- Assisted in the development of Sharon's 339 plan.
- Implemented successful reading group
- Set up a reading group to build confidence in African American 6th grade boys. The students read books that interested them and a therapy dog was incorporated once a week as a way to increase confidence and make reading fun.
- Self control group
- Decreased negative classroom behaviors by 44%
- Attendance group
- 6-week attendance group.
- Improved attendance by 39%
- Created Student Ambassadors program to promote leadership in the school and provide transient students with a welcome committee.

Gunn's Group Daycare, New Castle, PA — Group Supervisor
February 2010 - August 2016

- Worked with ages 8 weeks to 12 years old to provide care
- Provided age appropriate activities
- Created monthly calendars to keep track of activities and supplies needed.
- Well versed in child development
- Assisted with the increase of performance standards through keystone stars

EDUCATION

Youngstown State University — M.Ed. School Counseling
August 2013 - June 2016, Youngstown, Ohio

- Master of science in education
- CACREP accredited program
- International Counseling and Professional Honor Society

Penn State University — B.S Psychology

August 2009 - May 2013, Erie, PA

- Global Awareness Certificate
- Peer Reviewed Presentations
- 22nd Annual Undergraduate Student Research and Creative Accomplishment Conference.
- 41st Annual Western Pennsylvania Undergraduate Psychology Conference.
- Peer Reviewed Article
- Dudzic, A., Roberston, P., & Wright, R. (2012). Predicting college adjustment: Religion and narcissism. The Behrend Psychology Journal, 16 (2), 3-9.

Certifications

- PreK-12 School Counseling Certification
- School Counseling Leader Specialist
- Endorsement from ASCA
- Completion of CPI training

Professional Membership

- American School Counseling Association (ASCA)
- Alaska School Counseling Association (AkSCA)

Pamela L. Rychtarsky

207 Washington Street
Jefferson, PA 15344
724-880-6811
rychtarskyp@gmail.com

Education:

Waynesburg College, Waynesburg, PA
Major: **Mathematics, Secondary Education**
Also certified in: **Physics, 7 – 12** and **Library K - 12** GPA: 3.58

Carmichaels Area High School, Carmichaels, PA
High School Diploma

Organizations:

American Legion Auxiliary

Employment:

West Greene Middle Senior High School September 2011 – Present
1352 Hargus Creek Road Waynesburg, PA 15370
Employed as a day to day substitute as needed.

Carmichaels Area School District December 2011 – Present
300 West Greene Street Carmichaels, PA 15320
Employed as a day to day substitute as needed.

Carmichaels Area School District August 2014 – June 2015
300 West Greene Street Carmichaels, PA 15320
Employed as a long term substitute for the 2014-2015 school year in the Elementary Library. Performed the day to day duties of librarian, taught library classes for grades K – 6. Catalogued new books using Follett Destiny. Utilized and coordinated the Accelerated Reader Program in the Elementary.

Mapletown High School September 2009 – June 2011
1000 Mapletown Road Greensboro, PA 15338
Employed as a full time mathematics teacher. Instructed Integrated Math 2 classes and Math Strategies classes for Algebra I and Algebra II students. Gifted support teacher.

West Greene Middle Senior High School August 2008 – May 2009
1352 Hargus Creek Road Waynesburg, PA 15370
Employed as a long term substitute in a mathematics and Physics classroom. Instructed Algebra II/Trigonometry, Pre-Calculus, Calculus, and Physics classes. Also instructed one PSSA math tutoring class, reviewing topics that are covered on the 11th grade PSSA's. Administered and graded 4Sight Benchmark tests. Sponsor of the Science Club and Envirothon team. Organizer and chaperone of Kennywood education days field trip.

West Greene Middle Senior High School January 2008 – May 2008
1352 Hargus Creek Road Waynesburg, PA 15370
Employed as a day to day substitute in a mathematics classroom. Instructed Algebra II/ Trigonometry, Pre-Calculus, Calculus, and Physics classes. Worked with Cognitive Tutor computer software as well as Blackboard online learning software in a lab setting. Assisted in choosing current high school mathematics textbook series.

21st Century Learning Center August 2006 – April 2008
300 North Street Waynesburg, PA 15370
Employed as individual math tutor for the after school program held at Carmichaels Area Elementary Center. Helped students complete math homework and review topics to assist with understanding.

21st Century Learning Center October 2005 – June 2007
300 North Street Waynesburg, PA 15370
Employed as classroom aide in 4th and 5th grade classrooms for the after school program held at Carmichaels Area Elementary Center. Helped students complete their homework for the day, and administer various exercises to further develop the skills the students are learning during the school day such as spelling activities/practice, math practice, and reading practice.

Waynesburg College October 2004 – October 2006
51 W. College Street Waynesburg, PA 15370
Employed as a math tutor primarily for college students who needed help with math courses. Also tutored elementary and high school students who needed help with math classes.

References:

Mr. Scott Sakai, Principal, West Greene High School

1367 Hargus Creek Road
Waynesburg, PA 15370
(724) 499-5183

Mrs. Laura Walters, Lead Support Teacher, West Greene SD

1367 Hargus Creek Road
Waynesburg, PA 15370
(724) 986 - 6692

Mrs. Traci Dobish

229 Woodrings Road
Jefferson, PA 15344
(724) 833-0154

Mrs. Angela Cole

592 E. George Street
Carmichaels, PA 15320
(724) 966-7471

Amy Patterson

330 Penn Forest Road N., Kunkletown, PA 18058 • 570-807-9198 • ayp1213@aol.com

Education

- Saint Joseph's University, Graduated January 2015
 - Masters in Secondary Education
- East Stroudsburg University of Pennsylvania, Graduated December 2009
 - Bachelor of Science, Applied Mathematics with a Finance Track and Minor in Spanish

Certification

- Secondary mathematics, instructional I, grades 7-12, Pennsylvania

Educational Experience (Field Placements)

- Briar Woods High School, Ashburn, VA
 - Algebra 2, Claudio Sarmiento : Spring 2013, Summer 2013, Spring 2014
 - Transition Program, Erin Hall: Summer 2013
 - English Language Learner Program, Nancy Jackson: Summer 2013
- Herndon Middle School, Herndon, VA
 - Math 8 Special Education Inclusion, Ben Abney: Fall 2013
 - Math 8 Special Education Inclusion, Bill Conlon: Fall 2013
- Stroudsburg High School, Stroudsburg, PA
 - Algebra 1B, Algebra 2 Applied, Algebra 2 Honors, Algebra 3 Trig, Michelle McHale: Fall 2014

Work Experience

- **Residential Advisor** (2007-2008) East Stroudsburg University (ESU), East Stroudsburg, PA
Arranged and promoted educational functions for apartment residents.
Wrote incident reports to document when students broke rules.
- **Library Assistant** (2005-2006) Kemp Library, ESU
Cataloged new periodicals and microfilm.
Assisted students in search of research materials.
- **Office Assistant for Math Department** (2004-2007) ESU
Attended to the requests of faculty members, including making photo copies, proctoring exams, and delivering forms to other departments.
Greeted visitors and directed them to the appropriate faculty office.
- **Office Assistant** (May 2010- Aug 2010)
Managed the daily financial functions for Professional Solutions, LLC located in Herndon VA
Prepared invoices and contacted clients to determine method of payment for services rendered.
- **Bank Teller and Lead Teller** (Sept 2010-Aug 2012)
Performed cash transactions such as deposits, transfers, withdrawals, and payments for Wells Fargo customers.
Referred leads for the bankers to close.
Balanced the vault, servicing the ATM, and overriding transactions for other tellers.
Directed the teller line.
- **Tutor** (Aug 2012 – Present)
Prepared students for upcoming assignments and tests.
Taught students how to correct mistakes and study more efficiently
Worked on all subjects in the elementary and middle school levels and focused on math for high school

Extracurricular Activities

- Math Club: Secretary 2004-2005, President 2005-2007
- African American Student Alliance: Member 2004-2005, Treasurer 2005-2006
- Study Abroad: Shenyang Normal University, China, Summer 2006
- Study Abroad: Cheyney University, Ghana, Summer 2006
- University Orchestra: Viola player, 2004-2010

KELLY M. SIMKO
 135 Sheperd Drive • Butler, PA 16002
 (412) 302-1855 • kmkst62@hotmail.com

EDUCATION:

MASTER OF SCIENCE IN BUSINESS EDUCATION (Robert Morris University) April 2005
 Pennsylvania State Teaching Certification: Business, Computer and Information Technology (K – 12)
 GPA: 3.9/4.0 – Summa Cum Laude (Dean's List)

MASTER OF SCIENCE IN TELECOMMUNICATIONS (University of Pittsburgh) August 2002
 GPA: 3.6/4.0 – Magna Cum Laude (Dean's List)

BACHELOR OF SCIENCE IN INFORMATION SCIENCE (University of Pittsburgh) May 2001
 GPA: 3.6/4.0 – Magna Cum Laude (Dean's List)

TEACHING EXPERIENCE:

BUSINESS EDUCATION DEPARTMENT MANAGER (K12 Inc.)

July 2012 – April 2016

Worked closely with other content managers across the United States to define the position and successfully implement department initiatives

- Created and presented bi-monthly Professional Development material to Business instructors
- Analyzed student and teacher data reports and held regular meetings with both administration and teachers to discuss findings
- Assisted Regional Managers, Client Representatives, Teachers, and Sales Team on subject matter and curriculum related issues
- Interviewed and provided feedback on candidates for various teaching positions
- Held weekly live help sessions for both students and teachers via Blackboard Collaborate
- Aligned and adjusted course curriculums to meet specific state standards as needed
- Maintained and contributed to the Business content area of company's intranet (Edulink)
- Completed other projects as needed and assigned

CYBER SCHOOL TEACHER (K12 Inc.)

October 2011 – April 2016

Delivered a wide variety of Business and Technology specific course content to both national and international students, and managed the learning process in an online environment

- Oriented students to classes, and provided instruction and guidance for students in various states on various schedules
- Set and enforced progress, and worked actively with students and parents to advance each child's learning
- Individualized instruction to help each student achieve curricular objectives, and conducted instructional sessions utilizing asynchronous and synchronous tools to augment course content
- Supported parents with student curricular and instructional issues, and conducted basic computer troubleshooting
- Created and managed home office while maintaining weekly office hours and conducting conferences with students and parents as needed
- Built community by contributing to school message boards, newsletters and events
- Established a positive rapport with students and families, communicated high expectations and showed an active interest in student's achievement

TEACHER, BCIT (Armstrong School District) August 2005 – June 2008

- Taught Keyboarding and Multimedia Basics classes at Kittanning Junior High School
- Taught senior high General Business, Accounting, Business Math, Computer Programming I-III and junior high Keyboarding classes at both Elderton Junior/Senior High School and Ford City Junior/Senior High School
- Developed interdisciplinary lesson plans to create excitement and connections while integrating PSSA skills to increase individual scores
- Identified student's individualism and developed curriculum to accommodate different learning styles, maximizing student comprehension
- Utilized Internet and other technological resources to complement learning activities
- Promoted collaborative group work, and highly interactive, exploratory hands-on learning
- Established comfortable, student-focused, two-way communication that empowered students to enjoy the learning process
- Implemented effective classroom management and initiated frequent and open correspondence with parents through consistent written and verbal communication
- Collaborated with colleagues to design and obtain approval for new business education curriculum for 2006-2007 school year
- Implemented and current sponsor of Computer Club student organization
- Active member of Professional Education Committee
- Active member of Safe Schools Committee
- Co-sponsored the Future Business Leaders of America student organization
- Participated in a variety of professional and educational training conferences, seminars and workshops

SUBSTITUTE TEACHER (Pine-Richland School District) May 2005 – August 2005

Taught various subjects and grade levels

STUDENT TEACHER (Pine-Richland School District) February 2005 – April 2005

Effectively managed middle school Keyboarding, Word Processing and Computer Applications classes while assuming all responsibilities of the regular classroom teacher

- Collaborated with cooperating teacher to design curriculum and integrate technology to supplement class lectures and develop students' word processing and researching skills
- Created interdisciplinary lesson plans and assignments that incorporated differentiated instruction to fully engage all students
- Developed challenging, enriching and innovative activities that addressed the diverse interests and needs of all students making appropriate adaptations when necessary
- Initiated and created positive learning environment encouraging collaborative learning
- Established and maintained positive relationships with students, parents and colleagues fostering an environment of open communication and support

FIELD EXPERIENCE (60+ hours) September 2004 – January 2005

Observed various alternative education and public school classrooms and teachers in a wide array of subject areas and learning environments at the elementary, middle and high school levels

Prepared and taught basic technology lessons one-on-one and to small groups of students

GRADUATE TEACHING ASSISTANT (University of Pittsburgh) August 2001 – August 2002

Tutored and mentored undergraduate students

Supervised and facilitated lab activities; Developed educational training material and assessed students' work

Developed lecture notes, assignments and tests to align with and enrich course content

INSTRUCTIONAL STAFF MEMBER (Elite Cheerleading) May 1999 – August 2001

INSTRUCTIONAL STAFF MEMBER (Universal Cheerleaders Association) June 1997 – January 1998

Trained and taught athletes and coaches (independently and cooperatively) while improving individual skills and teaching advanced techniques at elementary through college levels

Understood and communicated relevant concepts while displaying talent, charisma, and leadership

Exhibited and instilled responsibility, enthusiasm and capability while planning and implementing daily lessons

PROFESSIONAL EXPERIENCE:

QUALITY CONTROL ANALYST (Highmark Inc.) June 2003 – June 2004

BUSINESS ANALYST (Erie Insurance Group) November 2002 – June 2003

ELECTRONIC COMMERCE CO-OP (United States Steel Corporation) January 2001 – January 2002

Tania A. Slother
204 Ridgewood Road, Shippenville, PA 16254 (814)657-1554 tslotter@atlanticbb.net

OBJECTIVE: Obtain a teaching position that enhances my passion for teaching while creating a positive experience for the students by implementing various teaching methods.

CERTIFICATION: Instructional I Pennsylvania Certification

- Early Childhood Education (PreK-4)
- Elementary K-6
- Special Education (PreK to Grade 8)

EDUCATION

Slippery Rock University, Slippery Rock, PA
Master of Education Degree, December 2017
Major: Special Education (Birth to Grade 8)
Overall GPA: 4.0/4.0

Slippery Rock University, Slippery Rock, PA
Master of Education Degree, August 2015
Major: K-8 Math and Science
Overall GPA: 4.0/4.0

Clarion University of Pennsylvania, Clarion, PA
Bachelor of Science in Education Degree, December 2012
Major: Early Childhood
Overall GPA: 3.8/4.0
Early Childhood QPA: 4.0/4.0
Dean's List with Honors

TEACHING EXPERIENCE

First Grade Teacher, St. Joseph School, Lucinda, PA
August 2015-Current

- Construct creative play and hands-on activities with manipulatives
- Participate in professional development sessions throughout school year and online
- Differentiated instruction for Math, Reading and Centers to accommodate all learning styles
- Complete assessments and progress monitoring of students
- Communicate with parents at events, open house, parent/teacher conferences
- Execute classroom management including behavior and time management
- Administer Dibels, Math and Writing Exemplars
- Enrich a classroom learning environment to keep students engaged and focused

Long-Term Substitute Teacher, Northside Elementary, Brookville School District, Brookville, PA
August 2014-October 2014

- Instructed Kindergarten students in letter recognition, Saxon Phonics, and phonemic awareness
 - Assisted students with writing and learning to read
 - Created daily lesson plans for all core subjects
 - Collaborated with all teachers and administration during professional development meetings
 - Integration of SLO's in EdInsight
 - Communicated with parents during open house and before and after school hours
 - Administered NWEA and GRADE testing
- Substitute Teacher, Brookville Elementary School, Brookville Area School District, Brookville, PA
March 2013-August 2015
- Kindergarten-6th Grade

Substitute Teacher, East/West Forest Schools, Forest Area School District, Marienville, PA
January 2013-August 2015

- Pre-Kindergarten to 12th Grade

Long-Term Substitute Teacher, North Clarion Elementary, North Clarion School, Tionesta, PA
April 2013-May 2013

- Educated pre-kindergarten children in two half day settings
- Greeting time, days of the week, calendar, singing, student of the week
- Created creative lesson plans, crafts, fine motor activities, centers
- Introduced Alpha-friends (new letter from alphabet learned weekly)
- Developed themes around letter learned each week (ex. letter Z-Zoo theme)
- Created a weekly newsletter that was sent home every Monday with students
- Completed assessments and Progress monitoring of students
- Decorated classroom and hallway displays
- Communicated with parents
- Executed great classroom and time management

Substitute Teacher, North Clarion Elementary School, North Clarion School, Tionesta, PA
January 2013-May 2013

- Pre-Kindergarten to 6th Grade

RELATED EXPERIENCE

Junior High Volleyball Coach, East Forest Bears Volleyball Team, Marienville, PA
March 2014-April 2014

- Assisted coach with girls from 7th and 8th grade
 - Planned and provided instructional support
 - One-on-one coaching with serving
- Summer Softball Coach, Marienville Girls Softball Team, Marienville, PA

Summers 2010-2011

- Worked with girls ages 7-11 years old on the basic skills of softball
- Planned and provided instruction for teamwork
- Worked one-on-one with girls for instructional support

Girl Scout Volunteer, Marienville Girl Scout Troop, Marienville, PA
2006-2008

- Assisted troop leader with activities for girls
- Worked with girls 5-8 years of age
- Accompanied troop on field trips

Amber Lynne Spindler 1187 Sackettsford Road
 Ivyland, PA 18974
 215-206-6552 AmberSpindler@verizon.net

Education and Certifications

Master's Degree in Reading Specialist and Special Education- August 2012
 Holy Family University, Philadelphia, PA

Bachelor's in Elementary Education- December 2008 West Chester University, West Chester, PA

Associates of the Arts in Elementary Education- August 2006
 Bucks County Community College, Newtown, PA

Certifications

Elementary Education- PA
 Special Education- PA
 Reading Specialist- PA
 CPR and First Aid

Teaching Experience

LifeWorks School- Philadelphia, Pa (August 2015 to Present)

- Emotional Support/Learning Support Teacher
 - o Manage, update, and create IEP's and PBSP's
 - o Progress monitor my students
 - o Plan meaningful lesson plans
 - o Trained in verbal de-escalation strategies and Handle with Care
 - o 2015-2016 School Year
 - Math Teacher: Grades 6-12
 - o 2016-2017 Middle School Self-Contained classroom
 - All subjects: Grades 7-9
 - o 2017-2018 High Fidelity Classroom
 - Self-Contained classroom
 - Residential Students

NHS School Warrington- Warrington, Pa (August 2014 to August 2015)

- Instructional Assistant/ Substitute Teacher
 - o Autism Spectrum (9-18 year olds)
 - o Emotional Support (9- 14 year olds)
 - o Trained in Safe Crisis Management
- Long Term Substitute
 - o Autism Spectrum classroom (November- January)
 - Emotional Support Teacher during ESY

Pennsylvania Leadership Charter School- West Chester, Pa (January 2014 to June 2014)

- Long Term Substitute Teacher
 - o 8th Special Education
 - Managed, updated and created IEP's
 - Progress monitored my students
 - Worked with students one on one to increase clarification
 - o 8th Pre-Algebra (Co-taught)
 - Co-taught pre-algebra with a regular education math teacher
 - Worked with students in small group and one on one for mastery of skills

Malvern School of Richboro- Richboro, PA (November 2012 to January 2014)

- Head Preschool Teacher of an inclusive classroom
- Responsibilities were maintaining classroom of 20 students, weekly teacher created lesson plans with guided curriculum, monthly newsletters, daily feedback to parents, held Parent/Teacher conferences, and created progress reports on each child

Catapult Learning- Langhorne, PA (January 2011 to June 2011)

- Long Term Substitute Teacher
- o Special Education- pull out program (First- Third Grade)

Central Bucks School District- Doylestown, PA (February 2009 to June 2012)

- Kindergarten- 12th grade Per Diem Substitute Teacher, all subject areas

Lower Moreland Township School District- Lower Moreland, PA (September 2009 to June 2012)

- Kindergarten- 12th grade Per Diem Substitute Teacher, all subject areas

Bensalem Township School District- Lower Moreland, PA (February 2010 to June 2012)

- Kindergarten- 12th grade Per Diem Substitute Teacher, all subject areas

Student Teaching Experiences

John Fitch Elementary- Levittown, PA (August 2008 to December 2008)

- Student teacher for a fourth grade classroom
- Created lesson plans for math, reading, writing, science, and social studies
- Participated in "Back to School Night," Parent/Teacher conferences, faculty meetings, and also participated in school activities such as the teachers dance in the Annual Talent Show
- Throughout the semester I created a case study on a specific student

Concord Elementary School- Garnet Valley, PA (September 2007 to December 2007)

- Observed and taught with my cooperating teacher in a kindergarten classroom teacher for my Reading Practicum class
- Six lessons were developed to teach to the Kindergarten class

Hillcrest Elementary School- Upper Darby, PA (February 2007 to May 2007)

- Observed and taught with my cooperating teacher in a kindergarten classroom
- Tested the students for progress on sight words and summarizing

Fredrick Spofford

Anville, PA
17003
f.spofford18@gmail.com
(336)566-6678

Experienced in working with and treating a wide variety of mental and behavioral health issues in both youth and adults. Possesses an energetic and friendly disposition allowing healthy, productive relationships with people of diverse personalities and backgrounds. Highly driven to provide for an efficient and successful work environment. Takes great pride in professionally making each day better than the last. Makes use of strong leadership skills which have been fine-tuned as a teacher, youth counselor and case manager.

Work Experience

Substitute Teacher
Substitute Teacher Service

- Lancaster, PA
October 2017 to Present
- Substitute teacher for a wide variety of school districts
- Experienced in working in both General Education and Special Education classrooms from Kindergarten to 12th grade

Community Support Professional
Keystone Human Services

- Lancaster, PA
April 2017 to October 2017
- Direct instructional/educational support for individuals with autism spectrum disorder

Program Director
Keystone Human Services

- Harrisburg, PA
July 2016 to November 2016
• Direct supervisor for up to 12 direct support professionals.
• Oversees the day to day operations of two adult group homes for intellectually disabled individuals.
• Managing the finances of both houses/programs to ensure budgets are met and not exceeded.
• Participating in the direct care of individuals when coverage is needed in the home.
• Leading 24/7 on call services for both homes.
• Communicating with outside agencies to ensure effective care for individuals
• Training staff as needed in various areas of their job function.
• Facilitating consistent, effective communication between all team members.

Supports Coordinator
Lebanon County MH/ID/EI

- Lebanon, PA
July 2015 to May 2016
• Coordinating the care and treatment of over 70 intellectually disabled individuals throughout Lebanon County.
• Communicating extensively with providers in seeking and initiating services for those individuals.
• Communicating with families in order to empower and support them and their loved ones.
• Advocating for clients in order to receive support and services both through Lebanon County as well in other outside organizations.
• Leading a variety of meeting on all levels to facilitate a management of care.
• Guiding providers as needed in problem solving to find the best way to support their consumers
• Leading innovative change in improving care for intellectually disabled individuals.
• Monitoring/auditing of providers on a regular basis to ensure an ongoing high quality level of care.

Managing Teaching Parent

Homes For Children
- Wilkesboro, NC
April 2014 to April 2015
Wilkesboro, NC

Managing Teaching Parent
• Running the day to day operations of a state licensed youth group home.
• Managing a team of 5 employees in providing needed treatment to residents.
• Coordinating with outside doctors and other providers to seek services for our residents.
• Advocating for residents in educational and legal matters when necessary.
• Providing and healthy, loving environment within the group home to assist residents in recovering from any trauma they may have experienced.
• Communicating with families prior to discharge to ensure the smoothest possible transition back to their home environment.
• Maintaining a high level of emotional support for residents particularly in cases of extremely traumatic home life experiences.
• Assisting residents from a wide range of social and economic backgrounds.

Therapeutic Foster Care Case Manager

Turning Point Family Services
- Statesville, NC
April 2013 to December 2013
• Directly supervising a caseload of licensed Therapeutic Foster Parents in all matters pertaining to treatment.
• Providing therapeutic and clinical supervision in the deliverance of services.
• Providing ongoing support for consumer and their biological families throughout their stay in the foster care program

- Responsible for maintaining documentation on all current treatment goals.
- Leading Child Family Team Meetings to establish communication between all members of the treatment team.
- Responsible for all Case Management duties in order to serve client effectively.

Intensive In-Home Coordinator

Alexander Youth Network

- Hickory, NC

July 2012 to April 2013

- Assisting mentally and behaviorally challenged youths in learning to be successful and productive members of society.
- Holding therapeutic appointments with clients in order to provide clinical support as needed.
- Providing assistance and support as needed; physically, mentally, emotionally.
- Responsible for maintaining documentation on all current treatment goals.
- Leading Child Family Team Meetings to establish communication between all members of the treatment team.
- Responsible for all Case Management duties in order to serve client effectively.
- Communicates effectively and productively with other professionals across multiple agencies assisting in the treatment of the client.

Intensive In-Home Qualified Professional

Monarch

- Salisbury, NC

Tammy I. Talley, M.Ed.
 5488 Kenwood Avenue
 Harrisburg, Pa 17112
 Phone: 717-836-7221 (h) 717-579-1882 (cell)
 Email: ttalleylionbridge@gmail.com

QUALIFICATIONS

Strong organizational, counseling, and leadership skills, ability to work accurately and efficiently under pressure as well as handle multiple deadlines, ability to work well with students, families, and coworkers, along with excellent communication and written skills. Proficient with computer products such as Microsoft, Google, Skype, AOL, Blackboard Collaborate, Whiteboard, Outlooks, and many other computer products.

EDUCATION

2007- 2010 M. Ed., School Counseling Dual Certification, Shippensburg University
 1999-2007 Various Insurance Courses, American Education Institute
 1991-1993 B.S.B.A., Human Resource Management, Robert Morris University

CERTIFICATIONS

2011 Pa Department of Education Professional Certificate – Elementary/Secondary School Counselor
 2010 Praxis I – PPST: Reading, Writing, Math
 Praxis II – School Counseling
 2007-2010 Pa Public Notary

VOLUNTEER

2007-2010 United Way Volunteer, Nationwide Insurance
 2008-2009 Big Brother/Sister Mentor, Nationwide Insurance
 2003-2006 Children's Ministry Program, New Love in Christ Church

EMPLOYMENT

02/17-Present Family Connections Coordinator, Connections Academy

- Lead generation through both outbound and inbound calls;
- Serve as an enrollment and placement resource/subject matter expert to families during the enrollment process;
- Act as ambassador for the school in interactions with students and families;
- Act as a liaison between local schools and enrollment to resolve issues that may impede enrollment;
- Remain up to date with changes in enrollment policies and guidelines and communicate changes to families;
- Assist with initial enrollment and onboarding through Learning Coach Support groups, onboarding calls, and the development of relationships with families and local school staff;
- Monitor student performance and conduct monthly check-in calls during the school year;
- Communicate changes in school events, policies, and guidelines through interaction with school staff and parents;
- Provide assistance with student retention;
- Partake in the end of year process through student withdrawal calls and follow-up calls regarding materials and equipment;
- Homeroom/Advisory tasks as-needed;

10/16-6/17 Online Consultant, Tutor ABC/Itutor Group

- Teach basic English to students who live in Asia
- Utilize Whiteboard Classroom to teach preloaded PowerPoint lessons to students at different levels of understanding of English
- Provide feedback to students during and after each class on progress
- Attend live and prerecorded trainings
- Organized group chat with local consultants to share ideas and experiences
- Referred numerous individuals to company as consultants
- Volunteered to help new consultants referred by me understand the company requirements and answer questions about teaching

8/12-2/16 Family Coach, Agora Cyber Charter School

- Perform liaison role between students/families and school staff
- Conduct home visits
- Verify attendance and escalate truancy
- Conduct formal/informal orientation with new families
- Provide significant student and parent training
- Motivate students to achieve and engage in class
- Provide support to family concerns
- Collaborate with teachers and student/families
- Engage in student communities
- Help administer assessment test (PSSA's, Keystone, Aimsweb etc.)
- Participate in school events
- Arrange local student events

11/11-04/12 School Counselor, Steelton-Highspire Elementary

- Provide individual and group counseling with students in 4th to 6th Grade
- Assist test coordinators with administration of PSSA test
- Administer K-bit Test
- Assist students in testing for Special Education as part of the Response to Intervention and Instruction (RTII) process with School Psychologist, RTII Teacher, and Classroom teacher
- Attend meetings with staff, administration, teachers, and/or parents
- Review student records
- Conduct bullying lessons for 4th,5th, and 6th grade individually and with school librarian

- Transition students suspended from school back into classroom
- Assist staff with lunch duty and parent pickup

01/11-1/12 Behavior Health Consultant/Mobile Therapist, TW Ponessa Counseling and Associates BHRS Wrap around Program

- Provide conflict resolution techniques
- Help teach children effective ways to deal with feelings/behaviors
- Teach positive social skills
- Manage emotions effectively
- Develop and implement behavior plan
- Provide structure and set limits
- Observe children's behavior
- Provide time management and organization strategies
- Enhance family relationships and support
- Refer families to community resources and natural supports
- Transfer skills to caregivers

INTERNSHIPS

01/10-12/10 School Counselor Intern, Marshall School K-8th, Harrisburg School District

- Provide individual and group counseling with students in Kindergarten to Eighth Grade
- Proctor PSSA test for Eighth Grade
- Observe students in classroom
- Attend staff meetings
- Review student records

08/10-12/10 School Counselor Intern, Milton Hershey High school

- Provide individual and group counseling with students in Tenth through Twelfth Grade
- Review grades and schedules
- Administer Career Assessment tests
- Schedule SAT tests
- Chaperone students on college visits
- Help students choose colleges best for them

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

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

Education:

Villanova University, Villanova PA
 Cumulative GPA 3.3, Deans List 2004
 Bachelor of Science in Education/Social Studies May 2004

West Chester University, West Chester PA
 Cumulative GPA 4.0
 Master in Literacy December 2011

Certification:

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

Related

Experience:

Part-Time Reading Specialist, Grades 6-8,
 August 2013-August 2014
 Upper Perkiomen Middle School, East Greenville, PA

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

Social Studies Teacher, High School, August 2009-August 2013
 Social Studies Content Area Specialist, May 2010 – August 2012
 Literacy Coach, November 2011 – August 2013
 PA Leadership Charter School, West Chester, PA

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

Academic Reading Tutor

Academic Development Program, July 2009 (Summer Session II)
 West Chester University, West Chester, PA

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

Teacher, 5th Grade, August 2008 – August 2009
 Visitation BVM School, Trooper, PA

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

Teacher, 8th Grade US History, August 2007 – August 2008
 Long Term Substitute – 8th Grade US History, August 2006 – March 30, 2007
 Drexel Hill Middle School, Upper Darby, PA

- Responsible for planning, teaching, and assessing 8th Grade US History for four regular period classes in adherence to Pennsylvania State Standards and Upper Darby History Curriculum.
- Successfully mainstreamed special education students within all four classes.
- Trained in the Reading Apprenticeship Program and incorporated it into the US History curriculum
- Completed New Teacher Orientation and the Pennsylvania Teacher Induction Program
- Successfully maintained many teacher-parent relationships.

- Assessed and planned lessons responding to student needs as shown through CDDRE testing
- throughout the school and presented goals to Drexel Hill Administration along with fellow team members in accordance with testing results. I was a part of helping students succeed in making Annual Yearly Progress during the 2007-2008 school year.
- Resigned due to family move away from School District.

Teacher, 6th Grade Homeroom, 6th – 8th Grade Social Studies
May 2004 – August 2006
St. Joseph the Worker School, Fallsington, PA

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

Memberships

and Awards:

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

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

Meaghan Thomas

211 Carnation Drive Clarks Summit, PA 18411

Phone: 570-878-6289 E-Mail: methomas@m.marywood.edu

PROFESSIONAL CERTIFICATE

English 7-12 Instructional I January 1, 2016

EDUCATION

West Chester University West Chester, PA December 10, 2015

Certification in Professional and Secondary English Education: English 7-12

GPA: 3.83

Relevant Coursework: Young Adult Literature, Teaching English Language Learners, Teaching Literature, Teaching Writing, Literacy

Development for Secondary Students with Disabilities, Special Education: Processes and Procedures

Marywood University Scranton, PA May 13, 2012

Bachelor of Arts in English

Minors in Psychology and Spanish

Relevant Coursework: Major British Writers, Creative Writing: Sharing Stories, Survey of American Literature, Film as Art, Literary Criticism and Theory.

EXPERIENCE

Eye Level Learning Center Exton, PA September 2016- present

Instructor- English and Math K-8

- Work one-on-one with gifted and Specific Learning Disability students in English Language Arts and Mathematics
- Develop appropriate level learning programs and progress goals for each student so they may learn at their own pace
- Encourage and facilitate self-directed learning to ensure mastery of content based skills
- Consult with and update parents on a weekly basis on their child's progress and learning styles

Keith Valley Middle School Horsham, PA May 2017- June 2017

Long Term Substitute English Language Arts Teacher

- Worked with over 85 seventh grade students in English Language Arts, and taught classes of students with mixed ability levels while differentiated lessons to meet the needs of all students
- Met with and designed lesson plans with the seventh grade Language Arts department for an Argumentative writing unit and William Shakespeare's A Midsummer Night's Dream unit.
- Instructed and coached students to rehearse and perform scenes from William Shakespeare's A Midsummer Night's Dream
- Attended and participated in IEP meetings for students in Emotional and Learning Support

Octorara Area Junior High School Atglen, PA March 2016 – June 2016

Long Term Substitute English Language Arts Teacher

- Worked with over 115 7th and 8th grade students in English Language Arts, and taught classes of students with mixed ability levels while differentiated lessons to meet the needs of all students
- Worked one-on-one with ELL students to ensure content and reading comprehension while aligning instruction with the PA English Language Proficiency Standards and the WIDA Large Scale/Summative Framework. Used bilingual skills in Spanish to help L1 students
- Provided opportunities for students to choose topics for writing assignments, conduct research via iPads, and collaborate with partners during writing projects
- Designed small reading groups to help students learn from their peers, assistive technology, and reading material to entire class as students read along
- Participated in staff meetings including professional development in the following areas: Running Records, Assistive Technology, Guided Reading, Differentiated Instruction, Inclusive Classroom, Accelerating Strategies

Octorara Area Junior High School Atglen, PA August 2015 – December 2015

Student Teacher

- Worked with 100+ students in 7th and 8th grade English Language Arts, and taught classes of students with mixed ability levels while differentiated lessons to meet the needs of all students
- Provided opportunities for students to choose topics for writing assignments, conduct research via iPads, and collaborate with partners during writing projects
- Designed small reading groups to help students learn from their peers, assistive technology, and read reading material to entire class as students read along

Kennett High School Kennett Square, PA January 2015- May 2015

Writing Mentor

- Tutored students one-on-one in a range of English Language Arts classes: 9th grade General English Language Arts, and 10th, 11th, and 12th Honors English
- Assisted teacher with teaching and facilitating research projects
- Held conversations about writing topics and successful writing strategies with students in both the Spanish and English languages

Marywood University Scranton, PA August 2010 – June 2012

Writing Center Tutor

- Responsible for facilitating revision and editing for undergraduate and graduate student paper's in all disciplines
- Taught mini-lessons on correct usage of citation styles: MLA, APA, and Chicago
- Worked with undergraduate and graduate students on writing strategies for persuasive, expository, and narrative writing

Beth D'Orazio Vargas
927 Pierce Road Cell: (610) 724-4306
Norristown, PA 19403 badorazio7@hotmail.com

Dynamic and extroverted self-starter who thrives and succeeds in both independent and team environments. Flexible thinker with the ability to quickly identify problems and prioritize/organize work goals. Excellent interpersonal, verbal, and written communication skills. Seeking position to utilize these skills and clinical environment experience to contribute to clinical trials.

Education

Eastern University, St. Davids, PA Pursuing
Master of Arts in Multicultural Education

Moravian College, Bethlehem, PA May 2001
Bachelor of Arts in Elementary Education and Sociology

Employment Experience

Pharmaceutical Product Development, Inc., Blue Bell, PA Nov. 2017 – Present
Project Assistant

- Utilizes company systems to manage clinical studies.
- Develops and maintains study documents.
- Provides administrative and technical support to the Project Team.
- Works with the project team to ensure that projects are completed in accordance with client expectations.
- Performs investigator file reviews and logs findings in CTMS.
- Reviews and processes regulatory documents.
- Coordinates mass emails/communications to sites.
- Manages and distributes paper study supplies to sites.

Agora Cyber Charter School, Wayne, PA 2007 – 2017
Elementary Cyber School Teacher

- Developed individual learning plans to ensure that students reached academic achievement.
- Engaged students in individual coursework and with the class as a whole.
- Monitored and analyzed student efforts.
- Identified areas of weakness and incorporated instructional strategies to meet student needs.
- Mentored new teachers.
- Planning and Preparation of daily synchronous and asynchronous lessons; utilizing knowledge of state standards and the relevant K12 curriculum.
- Instruction and Student Achievement; being responsible for student academic progress and attendance; conduct conferences with students and learning coaches; grade and provide feedback for student work; individualize instruction; complete quarterly progress reports; prepare and administer state required testing.
- Establish and maintain a positive and inviting virtual classroom environment; collaborate with peers to work in a team environment. Establish and maintain a positive rapport with assigned families.

Montgomery County-Norristown Public Library, Norristown, PA 2003 – 2007
Children's Librarian

- Plan and implement interactive story times for various age groups.
- Coordinate and direct Youth Outreach Services to local schools and daycares.
- Create a variety of literacy activities.
- Perform reference and reader's advisory work for children, teachers, and parents.
- Read and review children's literature.
- Organize and create book displays and book lists.
- Established and directed a science, fitness, and homework club for school aged children.

Montgomery County Intermediate Unit, Norristown, PA 2001 – 2003
Teacher Assistant

- Assisted the classroom teacher.
- Prepared and presented circle time.
- Met 1:1 with individual students who needed modified instruction.
- Assessed students' progress according to their goals and objectives in their IEP.

Excellent Computer Skills: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Outlook, Microsoft OneNote, Firefox, Internet Explorer

Jennifer L. Webber

220 Taylor Ridge Lane ▪ Mars, PA 16046
jlwebber3@gmail.com ▪ Cellular: (814) 880-1870

Middle / Elementary Education Teacher

Motivating students to become life-long learners

Resourceful, caring teacher dedicated to the field of education. Able to select and adapt appropriate teaching materials based on individual student strengths and needs. Outstanding class management skills enhance effectiveness of instruction and promote inviting learning environment while maintaining discipline in the classroom. Possess outstanding interpersonal and communication skills, able to foster strong relationships with students, parents and faculty members.

Core competencies include:

Learning Methodologies

Creative Lesson Planning

Use of Manipulatives

Teaching Strategies

Performance Assessments

Cooperative Learning

Thematic Units

Student Motivation

Implementing Curriculum

Integrated Activities

Education:

Bachelor of Science in Administration of Justice (2003)
The Pennsylvania State University – State College, PA

Certifications:

Instructional II Elementary Education Certification (K-6) – Curriculum & Instruction (May 2005)

Instructional II Grades 4-6 Social Studies (September 2014)
Instructional II English 7-12 (August 2015)

Technical Proficiencies:

Microsoft Works ▪ Microsoft Word ▪ PowerPoint ▪ Excel ▪ Adobe Photoshop ▪ I-photo
FileMaker Pro ▪ Kid-Pix ▪ WordPerfect ▪ Type to Learn ▪ SchoolWires ▪ Google Drive

Related Teaching Experience:

State College Area School District –
State College, PA Aug 2005 – August 2017

Elementary Teacher, 2nd Grade / Elementary Teacher, 4th Grade / Middle School Teacher, 6th Grade / Academic Literacy, 8th Grade
Instructed 20 2nd grade students (2005-06), 23 4th grade students (2006-07), 125 8th grade students (2015-16) and 125 6th grade students (2009-2013, 2016-2017) within a self-contained classroom; accountable for teaching various subjects including Integrated Literature-based Language Arts, Mathematics, Science, Literature-based Social Studies, and Technology. Provide differentiated instruction to accommodate students of differing learning abilities. Participate in parent-teacher conferences; constant email/website communication with parents and students; communicate students overall progress and address issues. Participate in weekly team/division meetings to collaborate and plan.

State College Area School District –
State College, PA June 2005 – Aug 2005

Sports & Shorts Instructor / Language Arts & Math Program Substitute

Instructed ranges of 9-16, 4th and 5th Grade students within a self-contained classroom; accountable for teaching various topics related to astronomy and flight aerodynamics. Created lessons for hands-on activities, provided differentiated instruction and implemented the introduction on the basics of flight and experiences of space exploration. Utilized time-management and keen organization to coordinate projects, gather materials and meet program requirements.

Displayed exceptional planning and organizational skills by acting as a day-to-day substitute to orchestrate prepared lessons and daily instruction needed to successfully meet the program standards.

State College Area School District –
State College, PA Aug 2004 – June 2005

Internship, Houserville Elementary, 5th Grade

Instructed 22, 5th Grade students within a self-contained classroom; accountable for teaching various subjects including Integrated Literature-based Language Arts, Mathematics, Science, Literature-based Social Studies, and Technology. Delivered inquiry project on "How to make proofreading more enjoyable for students." during the Teacher Inquiry Conference in May 2005. Actively participated in various instructional and unit planning meetings, and in-service workshops. Displayed exceptional planning and organizational skills by participating in 180-day internship program while simultaneously attending 5 classes.

Intramural Coach

Supervise 20-40, 4th and 5th grade students; gather students in gymnasium, relay program rules and procedures, and demonstrate proper procedures and exercises students are expected to follow. Communicate with intramural coordinators, parents and additional intramural coaches and students throughout the district.
Successfully organized 3 days of after-school activities for students to participate in for 1 ½ hours.

Friendship Tutoring Program –

State College, PA Aug 2003 – Jun 2004

Volunteer Administrative/Managerial Assistant

Organized 40-50 college student volunteers with 40-50 elementary aged students; matched strengths of each volunteer and student to accommodate the challenging areas that needed improvement. Verified attendance of each pair to ensure accurate accountability; maintained detailed records of attendance to ensure proper safety of children. Participated in activities, games and reading with children. Tutored children during regular tutor absences. Forwarded weekly emails to college tutors in order to notify on previous weeks progress.
Experienced substantial growth due to overwhelming program success.

Penns Valley Area High School –

Spring Mills, PA Nov 2003 – Jun 2004

Junior-Varsity Softball Coach

Coached and mentored 15 high school student's grades 9-11. Researched and identified specific training techniques to assist each individual to perform better as a player. Conducted one-on-one interaction with players in order to improve deficiencies. Planned and implemented daily practice schedules.

Developed and taught game strategies and plays, which enhanced performance of all 15 players.

Completed season with 17 wins and 3 losses; 4 junior-varsity players were ultimately recruited to varsity during the playoffs.

Additional Experience:

United States Marine Corp Officer Candidate School – Quantico, VA Jun 2002 & 2003 – Aug 2002 & 2003

Officer Candidate

Completed extensive training and developed leadership skills during a 12 week training session. Held authority over fellow candidates while managing several leadership positions in high-stress situations. Interacted with subordinate and superior officers. Committed two years to weekly squad meetings, three days a week physical fitness training and weekend on-site training excursions, while simultaneously maintaining college courses and three jobs.

Received the Special Achievement Award as female with the highest physical fitness score in the Company.

Superior markings during evaluation of the following: acceptance of responsibility, attention to duty, use of authority, attitude, judgment, common sense, cooperation, initiative, and command presence.

References:

Available Upon Request

Jaissa L. Yahner

102 N. Spring Street Apt. 1 (814) 321-8345 Bellefonte, PA 16823 jgerity83@gmail.com

EDUCATION

WEST VIRGINIA UNIVERSITY May 2012

- Masters in Special Education PK-8 with a certification in Autism Spectrum Disorders – Elementary Education (K-5)
- Overall GPA: 3.85

CLARION UNIVERSITY OF PENNSYLVANIA May 2006

- Bachelor of Science in Education Degree – Elementary Education (K-6)
- Overall GPA: 3.712 Elementary Education GPA: 3.875 Magna Cum Laude

TEACHING EXPERIENCE

ABA Therapist / TSS / Instructional Aide, 4th Grade Student, The Journey Center, Bellefonte, PA August 2017- Present

- Implemented Distar Math
- Taught / Applied the Verbal Behavior Program
- Prepared class materials and employed various teaching techniques to each student – Manding, Tacting, Listener Responding, Echoic, Motor Imitation, Intra-verbal, etc.
- Implemented different special-education methods – Verbal behavior, Hygiene, Life Skills, etc.
- Monitored progress daily through graphs and charts and prepared quarterly reports
- Demonstrated and reinforced social standards of behavior – Established norms of class behavior and maintained order at all times.
- Consulted parents, teachers, other professionals, BCA, and administration to produce individualized programs
- Parent-Teacher Interactions: Conducted parent teacher conferences and provided parents with schedules, agendas, and monthly newsletters.
- Demonstrated knowledge of Verbal Behavior and the structure that goes along with it for students
- Utilized assessment results from psychological and academic reports
- Provided student with specialized instruction based on their unique needs
- Monitored student's progress utilizing data reflecting their classroom performance
- Maintained appropriate classroom control and directed the learning tasks
- Implemented specifically designed instruction for student
- Established and maintained written and oral communication with parents
- Demonstrated knowledge of special education laws, district policies and procedures
- Developed and implemented educational programs for identified needs
- Completed assessments and evaluation summary reports for special education (i.e., VB MAPP)
- Provided timely feedback to parents, general education teachers, administrators and BCA

Elementary Autistic Support/Life Skills Teacher , Grades 2-3, Standing Stone Elementary School, Huntingdon Area School District, Huntingdon, PA June 2012 –Present

- Implemented Distar Math and Touch Math Programs
- Taught / Applied the Verbal Behavior Program to all students
- Prepared class materials and employed various teaching techniques to each student – Manding, Tacting, Listener Responding, Echoic, Motor Imitation, Intra-verbal, etc.
- Implemented different special-education methods – Verbal behavior, Hygiene, etc.
- Monitored progress daily through graphs and charts and prepared quarterly reports
- Demonstrated and reinforced social standards of behavior – Established norms of class behavior and maintained order at all times.
- Cooperated with regular-education staff when necessary. Consulted parents, teachers, Para-educators, other professionals, and administration to produce individualized programs
- Parent-Teacher Interactions: Conducted parent teacher conferences and provided parents with schedules, agendas, and monthly newsletters.
- Worked with the PATTAN Consultants and the Verbal Behavior Coach on a weekly to Monthly basis to implement the Verbal Behavior program correctly
- Demonstrated knowledge of Verbal Behavior and the structure that goes along with it for students
- Utilized assessment results from psychological and academic reports
- Provided students with specialized instruction based on their unique needs
- Monitored each student's progress utilizing data reflecting their classroom performance
- Maintained appropriate classroom control and directed the learning tasks
- Implemented specifically designed instruction for each student
- Established and maintained written and oral communication with parents
- Handled emergency fire drills during unexpected weather
- Led Individualized Education Plan (IEP) meetings
- Demonstrated knowledge of special education laws, district policies and procedures
- Developed and implemented educational programs for identified needs
- Completed assessments and evaluation summary reports for special education (i.e., VB MAPP)
- Provided timely feedback to parents, general education teachers, administrators and PATTAN consultants
- Assisted in carrying out departmental and school goals and objectives
- Communicated with Doctors about students' progress and health problems

Elementary Learning Support Teacher, Grades 1-3, Southside Elementary School, Huntingdon Area School District, Huntingdon, PA June 2011 – June 2012

- Implemented Touch Math
- Differentiated math lessons through the Scott Foresman Program
- Assessed Individual Students using Key Math Assessment
- Proctored students in the administration of PSSA Math and Reading with extended time
- Demonstrated knowledge of all academic subjects and presented logically structured lessons
- Utilized assessment results from psychological and academic reports
- Prepared daily lesson plans utilizing a variety of specialized instructional techniques
- Provided students with specialized instruction based on their unique needs
- Monitored each student's progress utilizing data reflecting their classroom performance
- Maintained appropriate classroom control and directed the learning tasks
- Collaborated with Elementary classroom teachers to correlate lessons for autistic students, students with specific learning disabilities, and students with intellectual disabilities

- Developed lessons for students with disabilities to encourage participation in classroom activities
- Implemented specifically designed instruction for each student
- Completed reading running record assessments quarterly
- Established and maintained written and oral communication with parents
- Handled emergency fire drills during unexpected weather
- Led IEP and RTII meetings
- Demonstrated knowledge of special education laws, district policies and procedures
- Developed and implemented educational programs for identified needs
- Completed assessments and evaluation summary reports for special education
- Provided timely feedback to students, parents and general education teachers
- Assisted in carrying out departmental and school goals and objectives

Elementary Kindergarten Teacher, Southside Elementary School, Huntingdon Area School District, Huntingdon, PA
June 2010 – June 2011

- Implemented Touch Math and Scott Foresman Programs
- Differentiated and Taught Scott Foresman lessons
- Differentiated Math Centers
- Developed and taught lessons for daily math meetings and differentiated math groups
- Instituted thematic units that incorporated math, science, social studies, reading, and writing
- Produced lesson plans for differentiated instruction in all subject areas
- Collaborated with Elementary classroom teachers to correlate lessons for autistic students, students with specific learning disabilities, and students with intellectual disabilities
- Developed lessons for my students with disabilities to encourage their participation in classroom activities
- Implemented guided reading groups, literature circles, and literacy stations
- Developed and taught working writers' workshop implementing the five steps of the writing process
- Completed reading running record assessments quarterly
- Established and maintained written and oral communication with parents
- Handled emergency fire drills during unexpected weather
- Implemented Orientation Day for prospective students and their parents

Elementary 1st Grade Teacher, Brady Henderson Elementary School, Huntingdon Area School District, Huntingdon, PA
August 2009 – June 2010

- Implemented Touch Math and Scott Foresman Programs
- Differentiated and Taught Scott Foresman lessons
- Differentiated Math Centers
- Instituted thematic units that incorporated math, science, social studies, reading, and writing
- Developed lesson plans for differentiated instruction in all subject areas
- Collaborated with Elementary classroom teachers to correlate lessons for autistic students, students with specific learning disabilities, and students with intellectual disabilities
- Developed lessons for my students with disabilities to encourage their participation in classroom activities
- Implemented guided reading groups, literature circles, and literacy stations
- Developed and taught lessons for daily math meetings and differentiated math groups
- Developed and taught working writers' workshop implementing the five steps of the writing process
- Completed reading running record assessments quarterly
- Established and maintained written and oral communication with parents
- Handled emergency fire drills during unexpected weather

Elementary 1st Grade Teacher, Parkside Elementary School, Spotsylvania County Schools, Spotsylvania, VA
August 2006 – June 2009

- Implemented Touch Math, Scott Foresman, and Today's Math Programs
- Differentiated and Taught Scott Foresman lessons
- Differentiated Math Centers
- Developed and taught lessons for daily math meetings and differentiated math groups
- Instituted thematic units that incorporated math, science, social studies, reading, and writing
- Developed lesson plans for differentiated instruction in all subject areas
- Collaborated with Elementary classroom teachers to correlate lessons for autistic students, students with specific learning disabilities, and students with intellectual disabilities
- Developed lessons for my students with disabilities to encourage their participation in classroom activities
- Implemented guided reading groups, literature circles, and literacy stations
- Developed and taught working writers' workshop implementing the five steps of the writing process
- Completed reading running record assessments quarterly
- Established and maintained written and oral communication with parents
- Handled emergency fire drills during unexpected weather
- Developed and implemented lesson plans three days per week for classroom physical education

Student Teacher, Elementary 3rd and 5th Grade, Mars Area Elementary School, Mars Area School District, Mars, PA
January - May 2006

- Designed a classroom management system
- Highlighted student engagement and upper level thinking
- Implemented lessons that focused on constructivism and the cognitive learning theory
- Used differentiated instruction throughout my classroom
- Recorded and entered students grades electronically while entering the attendance on Classroll.com

Field Experience Teacher, Elementary 5th Grade, Hickory Grove Elementary School, Brookville Area School District, Brookville, PA
November 2005

- Used differentiated instruction throughout my classroom
- Developed a unit on "Human Body Systems"
- Created an interactive bulletin board that allowed all levels of children to use it

HONORS

Golden Key Honors Society 2009 Outstanding Student Teacher of the Year Award from Clarion University 2006
 Kappa Delta Pi, National Education Honor Society 2005
 Phi Eta Sigma Freshman Honors Society 2003
 Dean's List, 7 semesters

COLLEGE MEMBERSHIPS & ACTIVITIES

Pennsylvania State Education Association 2009 - Present
 National Education Association 2006 -Present
 Student Pennsylvania State Education Association 2004 -2006
 Delta Phi Epsilon Sorority 2003 -2006
 Panhellenic Council 2005
 • President

SCHOOL DISTRICT MEMBERSHIPS & ACTIVITIES

Participated in the RTII Manual – met with principals, title teacher, and special education teacher to create school manual 2011-2012
 Ran IEP meetings 2011-2013
 Participated in Teacher Conferences – Met with parents and shared information about their child two times a year 2011-2013
 Participated in Kindergarten Orientation August 2010
 Participated in Teacher Conferences – Met parents and shared information about their child three times a year 2009 - 2010
 Participated in Bingo for Books after school March 2010
 Participated in the Christmas Program after school December 2009
 F.I.T. G.I.R.L.S January 2009 – June 2009
 Parkside Reading Nights – Parkside Elementary School September, October, November 2008
 Mentor Program – Parkside Elementary School December 2007 – May 2008
 Member of PTO – Parkside Elementary School October 2007 – June 2009
 Participated in brining the Community to the School – Parkside Elementary School October 2007
 Member, Read Across America Committee – Mars Elementary School March 2006
 Participated in Literacy Night – Read Poetry to students and parents March 2006
 Parent Teacher Conferences – Met parents and shared information about their child with them. April 2006
 Participated in Open House – Met parents and had long, in-depth conversations with them. May 2006

CONTINUING EDUCATION AND STAFF DEVELOPMENT

Verbal Behavior Training March 2013
 QBS, Safety Care Behavioral Safety Training October 2012
 Verbal Behavior Training Act 48 September 2012
 Motivating the Unmotivated (2 day) August 2012
 Intensive Skill Training in Applied Behavior Analysis for Teams Supporting Students with Autism (3 days) August 2012
 Started and RtII committee to create a district RtII manual January 2012
 RtII Forum December 2011
 iPad Apps For Special Education Students October 2011
 Don Johnston Solo Product August 2011
 IPAD in the Classroom Training August 2011
 Autism Conference at the Penn Stater (4 days) August 2011
 School Wide Positive Behavior System Training May 2011
 Kindergarten Math Curriculum Review August 2010
 Olweus Training August 2010
 Web 2.0/Publisher Training March 2010

Intro to Smart board Basics October 2009
Goal Setting/Data Analysis September 2009
Writer's Workshop Part I & Part II Workshop August 2009 and 2010
Guided Reading Workshop August 2009 and 2010
Regie Routman Book Study (2 years) August 2009
Interactive Read Aloud/Shared Reading August 2009 and 2010
Literacy Centers and Management August 2009 and 2010
Readers Workshop August 2009 and 2010
Foundations Training August 2009
Literacy Leveled Intervention Training (2 days) August 2009
Co-Teaching Workshop August 2009
Math Workshops (1hr) 5 classes October 2008
Helping Students Problem Solve August 2008
Number Sense and Computations – 3 Credits through UVA – Masters Program January 2008 – May 2008
The Incredible properties of WATER! – 1 hour February 2008
PES - A Framework for Understanding Poverty – 3 hours November 2007
PES - AYP and School Accreditation- Where we are and where we are going! – 4 hours August 2007
Creating Hands-On Science Kits and Centers in the Elementary Classroom – 20 hours July 2007
Children's Authors on the Web: Online Sites that Motivate Students to Write for Grades K-6 (RDLA125) – 30 hours April 2007
Word Study Student Spelling Development – 18 hours March 2007
Teachers as readers focus on Literacy – 10 hours March 2007
Great strategies to help first graders become better writers – 1 hour February 2007
What's the "Matter" with the weather? – 1 hour February 2007
Online Literacy Seminar – 1 hour October 2006
Word Study – Seminar – 3 hours October 2006
Al's Pals – Seminar – 2 Days September 2006
United Streaming – Seminar – 1 hour September 2006

RELATED EXPERIENCE

Summer School, Parkside Elementary School, Fredericksburg, VA 2008 & 2009

- Taught boys and girls that needed extra reinforcement the month of Julys.

Sales, Associate, Holcomb's Knowplace, Bridgeville, PA 2006

- Store that sells teaching materials to educators
- Assist customers find what they are looking for or help them come up with ideas for their classroom.

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Date	9/11/2018
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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

Please include invoice number(s)
 in transmission

Purchase Order No.	Customer ID	Payment Terms
2557190	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	July Service	\$113,648.53	\$113,648.53
1.00	ENROLLMENT BASED	July Service	\$321,245.83	\$321,245.83
1.00	OTHER CA CREDIT	July Service	(\$7,865.81)	(\$7,865.81)

Discount	\$0.00
Total	\$427,028.55

Please note invoice number 148906 on remittance. Thank you.

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

Invoice	148907
Date	9/11/2018
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Connections Education LLC

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

Invoice

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

Please include invoice number(s)
 in transmission

Purchase Order No.	Customer ID	Payment Terms
2557190	0001124R	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	July Service	\$568,312.37	\$568,312.37
1.00	WITHHOLDINGS	July Service	\$34,549.44	\$34,549.44

Discount	\$0.00
Total	\$602,861.81

Please note invoice number 148907 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:

July 2018

Compensation Expenses

Benefits - Administration	30,968.27
Benefits - Instructional	82,680.26
	<u>113,648.53</u>

Enrollment/Unit Based Charges

Student Technology Assistance Services	94,566.67
Curriculum and Instructional Support Services	100,477.08
Enrollment/Placement/Student Support Services	124,118.75
Facilities Support Services	2,083.33
	<u>321,245.83</u>

Pass Through Expenses 568,312.37

Withholdings 34,549.44

Credit for Non-Billable Earnings Paid By the Schools (7,865.81)

Total Amount Due \$ 1,029,890.36

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Date	9/11/2018
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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

Please include invoice number(s)
 in transmission

Purchase Order No.	Customer ID	Payment Terms
2557190	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	August Service	\$137,668.17	\$137,668.17
1.00	ENROLLMENT BASED	August Service	\$321,245.83	\$321,245.83
1.00	OTHER CA CREDIT	August Service	(\$32,634.67)	(\$32,634.67)

Discount	\$0.00
Total	\$426,279.33

Please note invoice number 148908 on remittance. Thank you.

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

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Date	9/11/2018
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Connections Education LLC

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

Invoice

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

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

Purchase Order No.	Customer ID	Payment Terms
2557190	0001124R	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	August Service	\$119,111.84	\$119,111.84
1.00	WITHHOLDINGS	August Service	\$34,508.37	\$34,508.37

Discount	\$0.00
Total	\$153,620.21

Please note invoice number 148909 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:

August 2018

Compensation Expenses

Benefits - Administration	29,988.62
Benefits - Instructional	107,679.55
	<u>137,668.17</u>

Enrollment/Unit Based Charges

Student Technology Assistance Services	94,566.67
Curriculum and Instructional Support Services	100,477.08
Enrollment/Placement/Student Support Services	124,118.75
Facilities Support Services	2,083.33
	<u>321,245.83</u>

Pass Through Expenses **119,111.84**

Withholdings **34,508.37**

Credit for Non-Billable Earnings Paid By the Schools **(32,634.67)**

Total Amount Due **\$ 579,899.54**

MEMO

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

Attached for board approval is the policy “Student and Family Communications” in the “Electronic Communications, Telephone Communications and Access Control Security Policy” section contained within the School Employee Handbook. The updates have been carefully reviewed by your School Leader, and once approved, will be posted on the Virtual Library.

STUDENT AND FAMILY COMMUNICATIONS

All educational and/or school related communications with students and families are required to be conducted via the organization’s provided and approved tools and platforms. School staff are required to adhere to professional standards of conduct and must exercise good judgment and maintain professional boundaries when interacting with students and families. All communications must be appropriate and related to matters within the scope of the staff member’s professional responsibilities. A list of approved communication platforms and tools, and more information on communication methods may be found on the Virtual Library: **Home> Employee Resources> Legal Resources (FERPA, consultants, IP)> Guidelines for Appropriate Use of Provided Communication Technologies.**

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



From: Amy Pymm
To: REACH Connections Academy Board of Directors
Re: School-Specific Handbook Supplement for 2018-2019

Attached for board approval is an update to the “Escalation Status” section of the 2018-2019 School-Specific Handbook Supplement. Once board-approved, the Supplement will be posted on the Virtual Library.

For your convenience, a summary of the changes to your School-Specific Handbook Supplement is provided below.

4.3 Escalation System Status

Enrolled students are in one of four ~~attendance-escalation~~ statuses at all times:

1. On-Track
2. Approaching Alarm
3. Alarm
4. Exempt (rare)

Attendance status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and therefore attendance in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student’s work completion rates are not on track or if he-~~or~~/ she fails to communicate on a regular basis with the teacher, he-~~or~~/ she will be placed into an escalated (Approaching Alarm or Alarm)

status. It is important to recognize that just marking proper attendance will not keep a student's attendance-escalation status On-Track.

When a student is in the Approaching Alarm status, he-~~or~~/ she is in danger of being withdrawn. The school will work with the family to help get the student's attendance back on track. If these efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student's official disenrollment.

Very occasionally, none of the first three escalation statuses will be appropriate for a student. The student will be placed in "Exempt" status and escalation will not apply; however, all program requirements will still be applicable.

Please let us know if we can aid in the review process in any way or if you require further information on this policy.

September 12, 2018

To: Reach Cyber Charter School Board of Directors
From: Erin Erdley, Senior Federal Programs Analyst
Subject: Approval of Parent and Family Engagement Policy

Attached please find the updated Parent and Family Engagement Policy for Reach Cyber Charter School. The revisions reflect the changes based on the implementation of ESSA. A redlined version showing where changes occurred is also attached. This policy is to fulfill the requirements for legal compliance under the regulations for the federal Title I, Part A program. Thank you.

Attachment: Parent and Family Engagement Policy
cc: Jane Swan

Parent and Family Engagement Policy: Reach Cyber Charter School

GENERAL EXPECTATIONS

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PART IV. ADOPTION

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

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

_____ (Signature of Authorized Official)

_____ (Date)

Reach Cyber Charter School Parent Compact

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

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

Reach Cyber Charter School Commitments

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

Parent/Guardian Commitments

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

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

Student Commitments

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

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



Connections Academy
2018-2019 – Board Calendar

August

- School Leader's Report
 - Update on Back to School Activities, Staffing and Training
 - Update on Enrollment
 - Connections Academy Summer Leadership Conference
- Financial Report
 - Unaudited 2017-2018 Financial Results
- Consent Item: Approval of 2018-2019 Base Salaries and Incentive Percentage and Career Ladder Positions
- Information Item: PSLT Update: School Operations Metrics
- Information Item: Teacher Professional Development Products and Services for the 2018-2019 School Year
- Information Item: Conflict of Interest Statements (all) and Background Check Reminders (if applicable)
- Information Item: Connections Education Support Team Updates
- Information Item: Board Training and Conference Attendance Planning for 2018-19

September

- School Leader's Report
 - Enrollment and Staffing Update
 - Back to School Activities Update
- Consent Item: Approval of Federal Title Funding Plans for the 2018-2019 School Year
- Consent Item: Approval of Closing Enrollment for the 2018-2019 School Year
- New Schools Action Item: Board Designee for School Handbooks
- Information Item: Overview of 2018-2019 Items for Board Consideration

October

- School Leader's Report
 - State of the School Report
 - Final Results on 2017-2018 Goals and State Testing Results
- Audit Committee: Review and Acceptance of Audit Report
- New Schools Consent Item: Approval of Enrollment Opening on First Business Day in March and Authorization for the School Leader to Work with Connections Regarding Opening Enrollment
- Action Item: Approval of School Focus Goals for 2018-2019 School Year
- Action Item: Board Training and Conference Attendance for the 2018-2019 School Year
 - National School Boards Association Conference (Philadelphia, PA – March 30 – April 1, 2019)
 - National Charter Schools Conference (Las Vegas, NV – June 30- July 3, 2019)
- Information Item: PSLT Update: School Operations Metrics

November

- School Leader's Report:
 - Update on Student Intervention Efforts – Tier 1 and Tier 2
- New Schools Consent Item: Approval of Summer School Offering to Students
- Information Item: PSLT Update: School Leader Review Process
- Information Item: Future Funded Enrollment Growth – School Leader
- Information Item: Future Facility Plans
- Information Item: POBL Agreement / Charter Renewal Timeline Update

December

No meeting

January

- School Leader's Report
- Executive/Closed Session: Mid-Year Review for School Leader
- Audit Committee: Review and Acceptance of Audit Report
- Consent Item: Approval of the 2019-2020 School Year General School Handbook
- Consent Item: Approval of the 2019-2020 School Year State Specific School Handbook
- Action Item: Approval of Funded Enrollment Target for the 2019-2020 School Year
- Action Item: Facility Planning and Appropriate Action for the Upcoming School Year
- Information Item: PSLT Update: School Operations Metrics
- Information Item: Upcoming LiveLesson® Sessions
- Information Item: Budget Development Process Update – SSCR/SFS

February

- School Leader's Report
 - Update on State Testing
 - Update on Graduation Plans
 - Winter Leadership Retreat
- Action Item: Approval of Summer School Scholarship Offering to Students
- Information Item: Outreach Plan for the 2019-2020 School Year

March

No meeting

April

- Audit Committee, Committee of the Entire Board: Approval of Audit Firm Engagement
- School Leader's Report
 - Graduation Plans and End of Year Activities
 - State Testing Update
- Consent Item: Approval of School Calendar for the 2019-2020 School Year
- Consent Item: Approval of Staff Compensation Plan for the 2019-2020 School Year
- Consent Item: Approval of Employee Handbook
- Information Item: PSLT Update: School Operations Metrics
- Information Item: Curriculum for the 2019-2020 School Year
- Information Item: Board Planning for the 2019-2020 School Year
 - Proposed Meeting Schedule
 - Board Composition

May

- School Leader's Update
 - State Testing Review, Graduation Plans and End of Year Activities
- Consent Item: Approval of Board President as Board Designee to Approve Summer Staffing Decisions for the 2019-2020 School Year
- Action Item: Approval of Budget and Fee Schedule for the 2019-2020 School Year
- Action Item: Approval of Supplemental Educational Products and Services for the 2019-2020 School Year
- Information Item: PSLT Update: Planning for School Leader Performance Review

June/July – Annual Meetings

- Executive/Closed Session – School Leader Performance Review
- Action Resulting from Closed Session
 - Approval of School Leader Compensation for the 2019-2020 School Year
- Consent Item: Approval of Board Meeting Schedule for the 2019-2020 School Year
- Consent Item: Approval of Revised Budget for the 2018-2019 School Year
- Action Item: Approval of Directors
- Action Item: Approval of Officers for the 2019-2020 School Year
- Information Item: Results of Parent Satisfaction Survey

APPENDIX A
LEASES, DEEDS, OR REAL ESTATE AGREEMENTS

This appendix includes the following:

- Original lease (pages A-1 to A-41)
- The 1st amendment for expansion space

AGREEMENT OF LEASE

Multi-Tenant Building

THIS AGREEMENT OF LEASE by and between BOYD & MAHONEY, a limited partnership organized and existing under the laws of Pennsylvania (herein called "Landlord"), and CONNECTIONS EDUCATION LLC, a limited liability company organized and existing under the laws of the State of Delaware (herein called "Tenant").

WITNESSETH:

1. Premises. Landlord does hereby demise and let unto Tenant and Tenant does hereby lease and take from Landlord for the term and upon the terms, covenants, conditions and provisions set forth herein all that certain portion of the Building containing approximately $\pm 5,863$ square feet as shown outlined in red on Exhibit "A" hereto (herein called the "Premises"), designated as Suite 201, which shall be completed in accordance with Article 2 hereof having a street address of East Park Office Center, 750 East Park Drive, Lower Paxton Township, Dauphin County, Harrisburg, Pennsylvania (herein called the "Building") together with the nonexclusive right, in common with other occupants of the Building, to use driveways, sidewalks, and loading and the nonexclusive use of the parking area of the Landlord's property upon which the Building is located, and its appurtenant grounds and facilities (collectively, the "Property"). The exact square footage may be adjusted based on a mutually agreeable floor plan and shall be measured by Landlord's architect in accordance with BOMA standard.

2. Completion by Landlord. Landlord shall provide a build-out based upon the space plan and specifications attached hereto as Exhibit "B" (herein called the "Plan"). Landlord shall perform the work in a good and workmanlike manner and in compliance with all applicable laws. Additionally, Landlord shall reimburse Tenant up to a maximum amount of \$0.10/s.f. or \$586.30 for test fit costs. Tenant shall submit application(s) for payment and such application(s) for payment shall be accompanied by invoices and other evidence satisfactory to Landlord establishing the costs actually payable by Tenant in connection with test fit costs and such other information, documents and deliverables as Landlord may reasonably require, including, but not limited to, permits, drawings and lien waivers. Landlord shall advance such payments to Tenant not later than thirty (30) days after Landlord has received a fully completed application for payment from Tenant. Landlord shall have no obligation to make advances for work that is defective or that does not reasonably conform to the Plan. In connection with advancing any funds, Landlord reserves the right to inspect any work completed by the Tenant for which the Tenant is seeking reimbursement.

3. Term.

(a) Landlord shall provide Tenant early access to the Premises prior to the Lease Commencement Date for Tenant to enter the space for the installation of telephone and data cabling and furniture installation provided such access does not interfere with Landlord's completion of Landlord work, as described on Exhibit B, in accordance with Article 2 hereof (herein called "Early Access"). Landlord and Tenant will cooperate and coordinate such joint access to the Premises during Tenant's Early Access. All indemnification and insurance

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provisions of this Lease shall apply during the Early Access period. Such Early Access period shall not advance the Commencement Date or the Expiration Date (as those terms are defined below) and Tenant shall have no obligation to pay Rent during said Early Access period.

(b) The term of this Lease shall commence on August 15, 2016 (herein called the "Commencement Date"). Rent shall commence on September 1, 2016 (herein called the "Rent Commencement Date"). Unless sooner terminated in accordance with the terms hereof, the term of this Lease shall end without the necessity for notice from either party to the other at 11:59 p.m. local time on August 31, 2022 (herein called the "Expiration Date"). If possession is delayed beyond the anticipated Commencement Date, the Commencement Date and the Rent Commencement Date shall also be postponed for every day beyond the anticipated Commencement Date and Rent Commencement Date (and the Expiration Date shall also be delayed so that the Term of this Lease will be for a full six (6) year term). Notwithstanding the foregoing, if the Commencement Date is on or before September 1, 2016, the Rent Commencement Date shall not be delayed. Neither the Lease Commencement Date nor Rent Commencement Date shall be delayed if Landlord has substantially completed Landlord's Work except for minor punchlist items, the completion of which do not materially interfere with Tenant's use and occupancy of the Premises.

(c) If Tenant remains in possession of the Premises after the expiration or termination of the term of this Lease without Landlord's written consent, such possession shall, at Landlord's option, (a) be a tenancy at sufferance only, during which tenancy at sufferance minimum annual rent shall be due and payable at 125% of the minimum annual rent due for the last month of the term for the first month of such holdover period, and for the 2nd, 3rd and 4th months of such holdover period shall escalate to 150% of the minimum annual rent due during the last month of the term, and then escalate to 200% for any months thereafter or (b) result in an extension of this Lease on a month-to-month basis, upon the terms and conditions applicable to the last year of the preceding year, except minimum annual rent, which shall be at 125% of the minimum annual rent due during the last month of the term for the first month of such holdover period and escalate to 150% of the prior month's rent for months 2, 3, and 4 of such holdover period and 200% thereafter. All other provisions of this Lease shall remain in force during the period of any such tenancy at sufferance or month-to-month renewal. Acceptance of rent by Landlord during any holdover tenancy at sufferance shall not waive the default created by Tenant's holdover or Landlord's option to select the tenancy created by the holdover. Tenant hereby agrees to indemnify, defend and hold Landlord harmless from and against all loss, damage, expense and liability arising or incurred as a result of any holdover by Tenant.

(d) Tenant shall have two (2) consecutive three (3) year renewal options at 100% of the then current Fair Market Terms. Fair Market Terms shall be defined as comparable rent then being negotiated for leases for comparable space in the Harrisburg, Pennsylvania market area, taking into account all relevant factors, including, but not limited to, size of space, age, location and quality of building, length of term, credit standing of tenant, method of paying operating expenses, and tenant improvement allowances, leasing commissions and rent concessions payable or not payable by Landlord in connection with the extension, and other economic considerations for the lease of comparable space in the Harrisburg, Pennsylvania market area. Tenant shall exercise the option to renew with written notice at least six (6) months prior to the expiration of the then current term. Thereafter, Landlord and Tenant shall have a period of thirty

((30) days (the "Negotiation Period") to negotiate the Fair Market Terms. If such negotiations are successful, the terms so negotiated by the parties will be deemed to be the Fair Market Terms for the renewal terms. If such negotiations are not successful, then at any time after expiration of the Negotiation Period either party may give notice to the other requiring that the Fair Market Terms be determined in accordance with the following arbitration procedure:

The party electing to use this arbitration procedure shall notify the other party of the electing party's selection of a real estate broker who shall act on such party's behalf in determining the Fair Market Terms. After the electing party delivers its notice to the other party as set forth above, the other party shall notify the electing party of the other party's selection of a real estate broker who shall act on such party's behalf in determining the Fair Market Terms. Within twenty (20) days after the selection of Tenant's and Landlord's broker, the two (2) brokers shall (i) render and provide to all parties each of their respective determinations as to the Fair Market Terms, and (ii) the two brokers shall select a third broker and submit to such third broker their individual determination of the Fair Market Terms. In the event the two brokers cannot agree on a third broker, Landlord or Tenant may request that the local chapter of the American Arbitration Association appoint a real estate broker to act as the third broker. Within ten (10) days after the appointment of the third broker, the third broker shall render a written determination of the Fair Market Terms, which must be either the Landlord's broker's determination as submitted or the Tenant's broker's determination as submitted, but no other amount and no compromise between the two, with the third broker's determination being final, conclusive and binding on both parties. All brokers selected or appointed in accordance with this subparagraph shall have at least ten (10) years prior experience in the commercial office leasing market of the Harrisburg, Pennsylvania market area. If either Landlord or Tenant fails or refuses to select a broker, and such failure continues for five (5) days after written notice, the other broker shall alone determine the Fair Market Terms. Landlord and Tenant agree that they shall be bound by the determination of Fair Market Terms pursuant to this paragraph. Landlord shall bear the fee and expenses of its broker; Tenant shall bear the fee and expenses of its broker; and Landlord and Tenant shall share equally the fee and expenses of the third broker, if any.

(e) Tenant shall have an ongoing right to terminate this Lease if and only if, absent a default by Landlord, the Department of Education and all other applicable governmental bodies having jurisdiction over Tenant or the cyber school managed by Tenant (the "School") in the Commonwealth of Pennsylvania, including their respective assigns or successors, suspends, revokes, limits, conditions, fails to renew, or takes any other action so that Tenant's (including its successors and assigns) or Schools' right to operate a school is suspended, revoked, non-renewed, substantially limited or conditioned as to make Tenant's or School's business unviable, voided or terminated. Tenant may invoke the right to an early termination of the Lease upon 180 days' written notice (the "Termination Notice") to Landlord along with payment to Landlord of a termination fee ("Termination Fee") equal to the sum of (i) an amount equal to two months minimum gross rent and (ii) the then unamortized amount of any initial Tenant Improvements, and real estate commissions, (amortized over a 72 month period at the rate of 8% per annum) which will be as set forth on the Rent Commencement Memorandum in the form attached as Exhibit "C". The Termination Fee must be paid by Tenant to Landlord together with Tenant's Termination Notice.

(**4. Use of Premises/Exclusivity.**

(a) Tenant shall occupy the Premises throughout the term and shall use the same for and only for administration offices for the cyber charter schools.

(b) Landlord will not lease other space in the Building to any of Tenant's top 10 competitors, as listed in Exhibit "D," attached hereto.

(c) Landlord shall have no right to relocate Tenant to any other available space.

5. Rent.

(a) **Minimum Annual Gross Rent.** Tenant shall pay a minimum annual gross rent as detailed on Exhibit "E," without notice or demand, and without setoff, in equal monthly installments in advance, on the first day of each calendar month during the term of this Lease beginning on the Rent Commencement Date. Landlord and Tenant acknowledge and agree that Tenant's minimum gross rent includes all utilities and services to the Premises and Tenant shall not have any additional liability therefor other than payment of the minimum gross rent, except for Tenant's proportionate share of Operating Charges as set forth herein. Provided, however that rent for the first full month shall be paid upon the signing of this Lease. If the Rent Commencement Date shall fall on a day other than the first day of a calendar month, the rent shall be apportioned pro rata on a per diem basis for the period between the Rent Commencement Date and the first day of the following calendar month and such apportioned sum shall be paid on such Rent Commencement Date. Unless otherwise specifically provided, all sums shall be paid to Union Deposit Corporation, Agent for BOYD AND MAHONEY at the address given in Article 31 hereof. On the first annual anniversary of the Commencement Date and each annual anniversary of the Commencement Date thereafter, the annual Rent shall be increased by an amount equal to three percent (3%) of the Rent for the immediately preceding year.

(b) **Base Operating Expense.** Tenant shall be responsible for its proportionate share, 15.43%, of the increase in costs above the base year for 2017 for the taxes and impositions pursuant to Article 6, insurance pursuant to Article 7, the Operating Charges incurred by the Landlord pursuant to Article 8, and Utilities pursuant to Article 9 (and if the Building is less than 100% occupied, as-if the building is at least a ninety-five percent (95%) occupied) for an entire calendar year and fully assessed for real estate tax purposes. Landlord shall cause the actual amount of such costs to be certified to Tenant within one hundred twenty (120) days following the end of each calendar year, and Tenant shall, within thirty (30) days of receipt of the certification, pay to Landlord the amount of any deficiency then due. Tenant shall have the right, upon prior notice to Landlord, to audit Landlord's books and records regarding Operating Expenses, at Landlord's office during normal business hours. In the event that Tenant's payment of Operating Charges exceeds the amount actually owed by Tenant in any given year, Landlord shall promptly reimburse Tenant the amount of such overpayment. Any of the foregoing costs which are controllable by Landlord shall not increase by more than five percent (5%) in any lease year.

(c) **Landlord's Services.**

(i) Landlord shall furnish the following services to Tenant at Landlord's cost on and during each business day (excluding Saturdays, Sundays and legal holidays): (i) Elevator service during normal business hours (8:00 a.m. to 6:00 p.m.); (ii) Daily janitorial service and supplies for the Common Areas in the Building; (iii) Heating and air conditioning during the appropriate seasons at levels similar to those maintained in similar Class "B" office buildings during normal business hours (8:00 a.m. to 6:00 p.m. weekdays and 9:00 a.m. to 12:00 p.m. Saturdays and Sundays); (iv) Hot and cold water as required for drinking, cleaning, and lavatory purposes; (v) Electricity supplied through the Building's existing circuits for lighting purposes and for operation of small business machines and equipment. If Tenant desires 220-volt electrical circuits, or wishes to install electrical equipment, which will cause usage of electricity within the Premises to be above normal electrical usage for general office spaces, Tenant shall obtain Landlord's written consent prior to installing such equipment or circuits. Any additional electrical circuits approved shall be installed by Landlord at Tenant's expense. Landlord may consider, among other relevant factors, the effects of the electrical load of the Premises upon the Building's circuits in giving or withholding its consent. Landlord may also require that Tenant pay periodically the additional direct expense of electricity supplied through Tenant's special circuits or excess electricity usage, including the cost of installing any necessary meters; (vi) Upon reasonable notice from Tenant and for an additional charge of \$25.00 per hour Landlord shall provide Tenant with heating and air conditioning service as appropriate and electricity after normal business hours.

(ii) Landlord shall not be liable for the interruption of any of the above mentioned services caused by strikes, lockouts, accidents or other causes beyond the reasonable control of Landlord. Any temporary interruption of services shall never be deemed an eviction or disturbance of Tenant's use and possession of the Premises or any part thereof, or render Landlord liable to Tenant for damages, or relieve Tenant from performance of Tenant's obligation under this Lease, unless the interruption is the result of negligence by Landlord, its agents, employees or subcontractors. Landlord shall use its best efforts to restore the interrupted service within a reasonable time after interruption if the cause of interruption is subject to Landlord's control. In the event such cause of interruption is under Landlord's control and continues for more than three (3) consecutive business days, and Tenant cannot reasonably use the Premises for the use specified in Section 4(a) of this Lease, then Tenant shall be entitled to a day-for-day rent abatement until the date of restoration of such service(s).

(iii) Landlord shall also provide exterior maintenance of the Building and Property, including but not limited to, parking lot repairs, landscape maintenance, structural repairs and roof repairs, so that the Building and Property are maintained as a first-class office building property.

6. Taxes and Other Impositions.

(a) **Payment.** Landlord shall pay throughout the term of this Lease all levies, taxes, assessments, water and sewer rents and charges, liens, license and permit fees, charges for public utilities and all other charges, imposts or burdens of whatsoever kind and nature, general or special, foreseen or unforeseen, whether or not particularized by name, ordinary or extraordinary, which are applicable to the term of this Lease, and which are created, levied, assessed, confirmed, adjudged, imposed or charged by any federal, state or municipal government or

(public authority, or under any law, ordinance or regulation thereof, or pursuant to any recorded covenants or agreements (all of which are hereinafter referred to as "Impositions") upon or with respect to the Premises, the lot or any improvements made thereto, any part of the foregoing, any appurtenances thereto, or directly upon this Lease or the rent payable hereunder or amounts payable by any subtenants or other occupants of the Premises, or upon this transaction or any related documents to which Tenant is a party or successor in interest, or against Landlord because of Landlord's estate or interest herein. Additionally Landlord shall pay as aforesaid any Imposition which is not imposed upon the Premises as a separate entity but which is imposed upon the Lot, the Building or the Property or upon the appurtenances, leases, rents, transactions or documents related to the Lot, the Building or the Property.

((b) **New Methods of Taxation.** Nothing herein contained shall be interpreted as requiring Tenant to pay any income, excess profits, corporate capital stock, or franchise tax imposed or assessed upon Landlord, unless such tax or any similar tax is levied or assessed in lieu of all or any part of any Imposition or an increase in any Imposition. If under the requirements of any state or local law with respect to such new method of taxation, Tenant is prohibited from paying such new tax, Landlord may, at its election, terminate this Lease by giving written notice thereof to Tenant.

((c) **Contest by Landlord.** Landlord may bring proceedings to contest the validity or amount of any Imposition or to recover payments therefor.

(**7. Insurance.**

((a) **Insurance.** Landlord shall maintain and keep in effect throughout the term of this Lease insurance against loss or damage to the Building or the Property by fire and such other casualties as may be included within either fire and extended coverage insurance covered by a special cause of loss property form and such other insurance as Landlord may desire or as may reasonably be required from time to time by any mortgagee or as may be required generally by mortgage-lending institutions.

((b) **Liability.** Tenant, at Tenant's sole cost and expense, shall maintain and keep in effect throughout the term insurance against liability for bodily injury (including death) or property damage in or about the Premises or the Property under a policy of comprehensive general public liability insurance, with such limits as to each as may be reasonably required by Landlord from time to time, but not less than \$3,000,000 for each occurrence of bodily injury (including death) and for property damage. The policies of commercial general liability insurance shall include Landlord as an additional insured and name Tenant as the insured party. Tenant shall not cancel each such policy without at least thirty (30) days prior written notice to Landlord and to any mortgagee named in an endorsement thereto. At least ten (10) days prior to the Commencement Date, a certificate of insurance shall be delivered to Landlord. If Tenant shall fail, refuse or neglect to obtain or to maintain any insurance that it is required to provide or to furnish Landlord with satisfactory evidence of coverage on any such policy, and fails to provide evidence of insurance to Landlord within five (5) days of written demand from Landlord, Landlord shall have the right to purchase such insurance. All such payments made by Landlord shall be recoverable by Landlord from Tenant, together with interest thereon, as additional rent promptly upon being billed therefor.

(c) Waiver of Subrogation. Notwithstanding anything in this Lease to the contrary, Each party hereby releases the other party, and the other party's directors, officers, partners, employees, agents, and others acting on the other party's behalf (hereinafter referred to collectively as the "released parties"), from all claims, and all liability or responsibility to the releasing party, and to anyone claiming through or under the releasing party, by way of subrogation or otherwise, for any loss of or damage to the releasing party's business or property caused by fire or other peril, even if such fire or other peril was caused in whole or in part by the negligence or other act or omission of one or more of the released parties. Each party agrees to obtain an endorsement to its insurance policies permitting such waiver of subrogation if it is commercially available. If an additional premium is charged for such waiver, the party benefiting therefrom agrees to pay the amount of such additional premium promptly upon being billed therefor.

(d) Increase of Premiums. Tenant will not do anything or fail to do anything which will cause the cost of Landlord's insurance to increase or which will prevent Landlord from procuring policies (including but not limited to public liability) from companies and in a form satisfactory to Landlord. If any breach of this Paragraph (d) is caused solely by Tenant's specific use of the Premises and such specific use shall cause the rate of fire or other insurance to be increased, Tenant shall pay the amount of such increase as additional rent promptly upon being billed therefor.

(e) Personal Property and Contents. Tenant shall be responsible for providing and maintaining policies of insurance covering loss or damage to personal property and contents within the Premises.

8. Management, Repairs and Maintenance.

(a) Except as specifically otherwise provided below in this Article, Tenant, at its sole cost and expense and throughout the term of this Lease, shall keep and maintain the non-structural and interior of the Premises in good order and condition, free of accumulation of dirt and rubbish, and shall promptly make all repairs made necessary by Tenant's use of or installations upon the Premises. Landlord shall provide janitorial services for the Premises at an additional cost to Tenant of \$1.00 per square foot, which shall be in addition to the minimum gross rent. Tenant shall have the option to separately contract for janitorial services at any time during the Lease Term upon thirty (30) days' prior written notice to Landlord. Tenant shall not use or permit the use of any portion of the Property for outdoor storage.

(b) Landlord, throughout the term of this Lease, shall make all necessary repairs or replacements and complete all maintenance to the Property and Building (but excluding the Premises except for structural components thereof, including without limitation, the foundation, roof and any bearing walls and Building systems). All costs incurred by the Landlord in connection therewith shall be considered Operating Charges as defined herein. Specifically, Operating Charges are defined as the sum of all costs and expenses incurred by or on behalf of Landlord in operating, managing, insuring, securing and maintaining the Property or any part thereof including, without limitation, all costs and expenses of: operating, equipping, maintaining, repairing, replacing, painting and cleaning the lighting, electrical, plumbing, hydraulic, mechanical, heating, ventilating and air-conditioning, signage, and access control

(equipment for or of the Property and/or Building; elevators; all supplies and materials; maintenance, repair and replacement of all exterior glass; storage, removal and other costs associated with debris; costs and expenses of inspecting and depreciation of machinery and equipment used in the operation and maintenance of the Property; the cost of all capital improvements to the Property made by Landlord (but only to the extent such capital improvements are not due to defects in the original construction of the Property) provided that the cost of each such capital improvement, together with any financing charges incurred in connection therewith, shall be amortized over the useful life thereof and only that portion attributable to an applicable lease year shall be included for such lease year; parking lots, paving, curbs, walkways, landscaping, drainage, pipes, ducts, conduits and similar items, lighting facilities and the roof; maintenance contracts, window cleaning, snow removal, elevator maintenance, janitorial service and trash removal; recycling expenses; the costs of any additional services not provided to the Property at the Lease Commencement Date but thereafter provided by Landlord; cost of water and sewer services incident to general Building use; parcel pick-up and delivery services; any costs and expenses of compliance with legal requirements; legal fees not recovered from other parties; accounting fees; management fees and costs paid to the management company managing the Property, which shall not exceed four percent (4%) of the minimum gross rent; fulfillment of Landlord's obligations under one or more public space agreements with a governmental agency having jurisdiction over the Building and under easements, covenants and cost-sharing agreements; and any costs, charges and expenses, in addition to those set forth in this definition, which according to generally accepted accounting principles and practice would be regarded as costs to operate, own, manage, insure, secure or maintain the Property.

((c) Notwithstanding Section 8(b), Operating Charges shall not include the following:

(i) Legal fees, space planners' fees, real estate brokers' leasing commissions and advertising expenses incurred in connection with the original or future leasing of space in the Building.

(ii) Costs and expenses of construction of Tenant Improvements in the Premises or the leasehold premises of other individual tenants to prepare them for occupancy by the tenant thereof.

(iii) Depreciation and interest and principal payments on mortgages and other debt costs, if any, other than amortization of and the interest factor attributable to capital improvements and expenses associated with the operation of the business of the person or entity which constitutes Landlord as the same are distinguished from the costs of operation of the Property, including accounting and legal matters with respect to same.

(iv) Costs of selling or financing any of Landlord's interest in the Property;

(v) Income, excess profits, franchise taxes or other such taxes imposed on or measured by the net income of Landlord from the operation of the Building.

(vi) Costs incurred by Landlord for the repair of damage to the Building to the extent that Landlord is reimbursed for same by insurance proceeds; and

(vii) The costs of special services and utilities separately chargeable to individual tenants of the Building.

(d) Repairs to the Premises and the Property made necessary solely due to Tenant's use, manner of use or occupancy of the Premises or by Tenant's installations in or upon the Premises or by any act or omission of Tenant or any employee, agent, contractor, or invitee of Tenant shall be made at the sole cost and expense of Tenant.

9. **Utility Charges.** Landlord shall be responsible for all rents, costs and charges for water service, sewer service, gas, electricity, light, heat, steam, power, and any and all other utilities or services rendered or supplied upon or in connection with the Premises. Tenant shall directly contract for and pay for all telephone and communication services provided to the Premises. Tenant shall have the right to use existing telecom conduits or construct new conduits, install cables, equipment and other related telecommunications facilities for Tenant's network into the Building subject to Landlord's prior written consent which shall not be unreasonably withheld, conditioned or delayed. Landlord shall provide Tenant with a list of its current utility and service providers, attached hereto as Exhibit F. Tenant shall have the right to install its telecommunication, voice/data, surveillance, and audio/visual systems within the Premises subject to Landlord's prior written consent, which shall not be unreasonably withheld, conditioned or delayed. In addition, Tenant shall have the right to use all existing telecom conduits or pathways or construct new conduits, install cables, equipment and other related telecommunications facilities for Tenant's network into the Premises in locations reasonably approved by Landlord, which such approval shall not be unreasonably withheld.

10. **Governmental Regulations.** Throughout the term of this Lease and at its sole cost and expense, Tenant shall: (i) comply promptly with all laws, ordinances, notices, orders, rules, regulations and requirements of all federal, state and municipal governments and all departments, commissions, boards and officers thereof, and of the National Board of Fire Underwriters or any other body now or hereafter constituted exercising similar functions; and (ii) keep in force at all times all licenses, consents and permits necessary for the lawful use of the Premises for the purposes herein provided; and (iii) comply with the requirements of all public liability, fire, and other policies of insurance covering the Premises whether any of the foregoing are foreseen or unforeseen, ordinary or extraordinary. Provided, however, that Tenant shall not be required to comply with the foregoing laws, ordinances and notices with respect to the footings and foundations and the structural steel columns and girders forming a part of the Premises unless the need for such compliance arises out of or is caused by Tenant's use, manner of use or occupancy of the Premises, or by Tenant's installations in or upon the Premises or by any act or omission of Tenant or any employee, agent, contractor or invitee of Tenant.

11. **Signs.** Except for signs which are located wholly within the interior of the Premises and which are not visible from the exterior of the Premises, no signs shall be placed, erected, maintained or painted at any place upon the Premises or the Property without the prior written consent of Landlord as to the size, design, color, location, content, illumination, composition or material and mobility thereof. All signs shall be maintained by Tenant in good condition during the term of this lease. Landlord agrees to install appropriate directory and suite signs (consistent with building standard signage) to Tenant's suite at Landlord's expense. In addition, Tenant shall have the right, pending appropriate township approvals, to install signage,

at Tenant's expense, on Tenant's pro rata portion of the monument sign. Tenant will submit proposed signage to Landlord for approval, not to be unreasonably withheld or delayed.

12. Alterations, Additions and Fixtures.

(a) Tenant shall have the right to install in the Premises any trade fixtures or security system for the benefit of the Premises (if reasonably approved by Landlord) from time to time during the term of this Lease; provided, however, that no such installation or removal thereof shall affect the structural portion of the Premises and that Tenant shall repair and restore any damage or injury to the Premises or the Property caused thereby.

(b) Tenant shall not make or permit to be made any alterations, improvements or additions to the Premises or Property without on each occasion first presenting to Landlord plans and specifications therefor and obtaining Landlord's prior written consent thereto, which Landlord shall provide within thirty (30) days of receipt of such request, and Landlord's lack of response to such request shall be deemed acceptance thereof; (except that Tenant may make minor nonstructural changes to the interior of the Premises up to the amount of \$10,000 without the consent of Landlord) provided that, if Landlord's consent to such alteration or improvement is required: (i) Tenant supplies Landlord with plans and specifications and any necessary permits therefor at least ten (10) days in advance of commencing construction thereof; (ii) such alterations and improvements do not impair the structural strength of the Building or any other improvements or reduce the value of the Property; (iii) Tenant shall take or cause to be taken all steps that are required by Article 13 hereof and that are required or permitted by law in order to avoid the imposition of any mechanic's, laborer's or materialman's lien upon the Premises, Building or Lot and (iv) the occupants of the Building and of any adjoining real estate are not unreasonably annoyed or disturbed by reason thereof. Any and all alterations, improvements and additions to the Property which are constructed, installed or otherwise made by Tenant shall be the property of Tenant until the expiration or sooner termination of this Lease; at that time all such alterations and additions shall remain on the Property and become the property of Landlord without payment therefor by Landlord unless, upon the termination of this Lease, Landlord shall give written notice to Tenant to remove the same, in which event Tenant will remove such alterations, improvements and additions, and repair and restore any damage to the Property caused by the installation or removal thereof.

13. Mechanics' Liens. Tenant shall promptly pay any contractors and materialmen who supply labor, work or materials to Tenant at the Premises or the Property so as to minimize the possibility of a lien attaching to the Premises or the Property. Tenant shall take all steps permitted by law in order to avoid the imposition of any mechanic's, laborer's or materialman's lien upon the Premises, the Property or the Building. Should any such lien or notice of lien be filed for work performed for Tenant, other than by Landlord, Tenant shall bond against or discharge the same within twenty (20) days after the lien or claim is filed or formal notice of said lien or claim has been issued regardless of the validity of such lien or claim. Nothing in this Lease is intended to authorize Tenant to do or cause any work or labor to be done or any materials to be supplied for the account of Landlord, all of the same to be solely for Tenant's account and at Tenant's risk and expense. Throughout this Lease the term "mechanic's lien" is used to include any lien, encumbrance or charge levied or imposed upon the Premises or the Property or any interest therein or income there from on account of any mechanic's, laborer's or

materialman's lien or arising out of any debt or liability to or any claim or demand of any contractor, mechanic, supplier, materialman or laborer and shall include without limitation any mechanic's notice of intention given to Landlord or Tenant, any stop order given to Landlord or Tenant, any notice of refusal to pay naming Landlord or Tenant and any injunctive or equitable action brought by any person entitled to any mechanic's lien.

14. Landlord's Right of Entry.

(a) Tenant shall permit Landlord and the authorized representatives of Landlord and of any mortgagee or any prospective mortgagee to enter the Premises at all reasonable times, upon at least one (1) full business day notice except in the case of emergency, for the purpose of (i) inspecting them or (ii) making any necessary repairs thereto or to the Property and performing any work therein. During the progress of any work on the Premises or the Property Landlord will attempt not to inconvenience Tenant, but shall not be liable for inconvenience, annoyance, disturbance, loss of business or other damage to Tenant by reason of making any repair or by bringing or storing materials, supplies, tools and equipment in the Premises during the performance of any work, and the obligations of Tenant under this Lease shall not be thereby affected in any manner whatsoever.

(b) Landlord acknowledges that Tenant keeps privileged and confidential student records and information at the Premises and that Landlord has no right to access such student information and that if Landlord has a right to and/or is afforded such access to the Premises under this Lease, Landlord shall comply with Tenant's reasonable security measures with respect to Landlord's access to the Premises, including, but not limited to, the following: (i) Landlord will be accompanied by a Tenant representative (except in emergency); (ii) Landlord shall have no access whatsoever to privileged and confidential student records and information kept by Tenant at the Premises; and (iii) Landlord shall not show the Premises to prospective lenders, purchasers or tenants except during times mutually agreed upon by Landlord and Tenant. Landlord acknowledges and agrees that there may be a few occasions, on a de minimis basis, when students are present within the Premises in connection with meetings with individual parent-student/teacher-administrative staff or for periodic required state testing.

(c) Landlord shall have the right at all reasonable times, upon twenty-four (24) hours' notice, to enter and to exhibit the Premises for the purpose of sale or mortgage, and, during the last twelve (12) months of the term of this Lease, to enter and to exhibit the Premises to any prospective tenant, at times mutually acceptable to Landlord and Tenant and in a manner as to minimize any interference or disturbance to Tenant's operations.

15. Damage by Fire or Other Casualty.

(a) If the Premises or Building shall be damaged or destroyed by fire or other casualty (but with respect to the Building, only if Tenant has actual knowledge thereof), Tenant shall promptly notify Landlord, and Landlord, subject to any mortgagee's consent and to the conditions set forth in this Article 15, shall repair, rebuild or replace such damage and restore the Premises to substantially the same condition in which they were immediately prior to such damage or destruction; provided, however, that Landlord shall only be obligated to restore such damage which is covered by the fire and other extended coverage insurance policies.

(b) The work shall be commenced promptly and completed with due diligence, taking into account the time required by Landlord to effect a settlement with, and procure insurance proceeds from, the insurer, and for delays beyond Landlord's reasonable control. Landlord shall provide Tenant written notice of its reasonable estimate for restoration of the Premises, and if such estimate for restoration is greater than one hundred eighty (180) days and Landlord cannot provide Tenant with other space reasonably sufficient for Tenant to conduct its business for the permitted use under this Lease, then Tenant may, at its election, within thirty (30) days after receiving Landlord's written estimate, terminate this Lease upon written notice to Landlord.

(c) The net amount of any insurance proceeds (excluding proceeds received pursuant to a rental coverage endorsement) recovered by reason of the damage or destruction of the Property in excess of the cost of adjusting the insurance claim and collecting the insurance proceeds (such excess amount being hereinafter called the "net insurance proceeds") shall be applied towards the reasonable cost of restoration. If in Landlord's reasonable opinion the net insurance proceeds will not be adequate to complete such restoration (and such insufficiency is not due to Landlord's failure to carry such insurance as required under this Lease), Landlord shall have the right to terminate this Lease, and all unaccrued obligations of the parties hereto, by sending a written notice of such termination to Tenant, the notice to specify a termination date no less than thirty (30) days after its transmission; provided, however, that except during the last one (1) year of the term, Tenant may require Landlord to withdraw the notice of termination by agreeing to pay the cost of restoration in excess of the net insurance proceeds and by giving Landlord adequate security for such payment prior to the termination date specified in Landlord's notice of termination.] If the net insurance proceeds are more than adequate, the amount by which the net insurance proceeds exceed the cost of restoration will be retained by Landlord or applied to repayment of any mortgage secured by the Property.

(d) Landlord's obligation or election to restore the Premises under this Article shall not include the repair, restoration or replacement of the trade fixtures, furniture or any other personal property owned, installed, made by, or in the possession of Tenant unless the trade fixtures are covered by Landlord's net insurance proceeds.

16. Non-Abatement of Rent. Except as otherwise expressly provided herein, there shall be no abatement or reduction of the minimum gross rent and this Lease shall not terminate, and Tenant shall not be entitled to surrender the Premises unless more than thirty-three and one-third percent (33.33%) of the Premises is affected and Tenant is not able to reasonably continue with its business during such time, in which case there shall be 100% abatement of minimum gross rent for the period Tenant is unable to reasonably conduct its business.

17. Mutual Indemnification. If permitted by law, each party will indemnify and save the other harmless from and against any and all claims, actions, damages, liability and expense (including without limitation fees of attorneys, investigators and experts) in connection with loss of life, personal injury or damage to property caused to any person in or about the Premises, Building or Property or arising out of the negligent act or omission, in whole or in part, of the indemnifying party, its agents, contractors employees, licensees or invitees.

18. Condemnation.

(a) Termination. (i) If all of the Premises are covered by a condemnation; or (ii) if any part of the Premises is covered by a condemnation and the remainder thereof is insufficient for the reasonable operation therein of Tenant's business; or, (iii) subject to the provisions of Paragraph (b)(i) hereof, if any of the Property is covered by a condemnation and, in Landlord's sole opinion, it would be impractical or the condemnation proceeds are insufficient to restore the remainder of the Property (except that it shall not be impractical to restore the Premises if twenty-five percent (25%) or less of the Premises is damaged and Tenant can reasonably continue to use the Premises for its intended use); then, in any such event, this Lease shall terminate and all obligations hereunder shall cease as of the date upon which possession is taken by the condemnor and the rent herein reserved shall be apportioned and paid in full by Tenant to Landlord to that date and all rent prepaid for periods beyond that date shall be repaid by Landlord to Tenant.

(b) Partial Condemnation.

(i) If there is a partial condemnation and Landlord decides to terminate pursuant to Paragraph (a) hereof, except during the last one (1) year of the term, Tenant may require Landlord to withdraw its notice of termination by: [A] giving Landlord written notice thereof within ten (10) days from transmission of Landlord's notice to Tenant of Landlord's intention to terminate, [B] agreeing to pay the cost of restoration in excess of the condemnation proceeds reduced by those sums expended by Landlord in collecting the condemnation proceeds, and [C] giving Landlord adequate security for such payment within such ten (10) day period.

(ii) If there is a partial condemnation and this Lease has not been terminated pursuant to Paragraph (a) hereof, Landlord shall restore the Building and the improvements which are part of the Premises to a condition and size as nearly comparable as reasonably possible to the condition and size thereof immediately prior to the date upon which possession shall have been taken by the condemnor. If the condemnation proceeds are more than adequate to cover the cost of restoration and the Landlord's expenses in collecting the condemnation proceeds, any excess proceeds shall be retained by Landlord or applied to repayment of any mortgage secured by the Premises.

(iii) If there is a partial condemnation and this Lease has not been terminated on the date upon which the condemnor shall have obtained possession, the obligations of Landlord and Tenant under the Lease shall be unaffected by such condemnation except that there shall be an equitable abatement for the balance of the term of the minimum annual rent according to the value of the Premises before and after the date upon which the condemnor shall have taken possession. In the event that the parties are unable to agree upon the amount of such abatement, either party may submit the issue to arbitration.

(c) Award. In the event of a condemnation affecting Tenant, Tenant shall have the right to make a claim against the condemnor for removal expenses, business dislocation damages and moving expenses; provided and to the extent, however, that such claims or payments do not reduce the sums otherwise payable by the condemnor to Landlord. Except as aforesaid, Tenant hereby waives all claims against Landlord and against the condemnor, and Tenant hereby assigns to Landlord all claims against the condemnor including, without limitation, all claims for leasehold damages and diminution in value of Tenant's leasehold interest.

(d) **Temporary Taking.** If the condemnor should take only the right to possession for a fixed period of time or for the duration of an emergency or other temporary condition, then, notwithstanding anything hereinabove provided, this Lease shall continue in full force and effect without any abatement of rent, but the amounts payable by the condemnor with respect to any period of time prior to the expiration or sooner termination of this Lease shall be paid by the condemnor to Landlord. Landlord shall apply the amount received from the condemnor applicable to the rent due hereunder net of reasonable costs actually incurred by Landlord for the collection thereof, toward the amount due from Tenant as rent for that period; and, Tenant shall pay to Landlord any deficiency between the amount paid by the condemnor and the amount of the rent, or Landlord shall pay to Tenant any excess of the amount of the award over the amount of the rent.

19. Quiet Enjoyment. Tenant, upon paying the minimum gross rent, and observing and keeping all covenants, agreements and conditions of this Lease on its part to be kept, shall quietly have and enjoy the Premises during the term of this Lease without hindrance or molestation by anyone claiming by or through Landlord, subject, however, to the exceptions, reservations and conditions of this Lease.

20. Assignment and Subletting.

(a) **Restricted Assignment.** Tenant shall not assign, mortgage, pledge or encumber this lease, or sublet the whole or any part of the Premises, without the prior written consent of Landlord, unless to an entity as described in 20(b). This prohibition against assigning or subletting shall be construed to include a prohibition against any assignment or subletting by operation of law. In the event of any assignment of this Lease made with or without Landlord's consent, Tenant nevertheless shall remain liable for the performance of all of the terms, conditions and covenants of this lease and shall require any assignee to execute and deliver to Landlord an assumption of liability agreement in form satisfactory to Landlord, including an assumption by the assignee of all of the obligations of Tenant and the assignee's ratification of an agreement to be bound by all the provisions of this lease. In no event shall Landlord agree to fully release tenant from ongoing lease payment obligations in a sublease or assignment.

(b) Notwithstanding anything to the contrary herein, Tenant may assign or sublet the Premises, or any portion thereof, without Landlord's consent, to: (i) any entity which controls, is controlled by or is under common control with Tenant, or to any entity resulting from the merger or consolidation with Tenant, or to any person or entity which acquires all the assets of Tenant as a going concern of the business that is being conducted on the Premises, provided that said assignee assumes, in full, the obligations of Tenant under this Lease, or (ii) at any time after August 1, 2018, to Reach Cyber Charter School ("REACH") with respect to an assignment of this Lease. Upon an assignment to REACH, Tenant shall be released from any and all of its obligations under this Lease except for any Rent obligations accruing prior to the effective date of such assignment so long as REACH has provided its financials to Landlord. If Landlord is not satisfied, in its sole discretion, with the financials of REACH, then notwithstanding any assignment, Landlord shall not be obligated to release Tenant and Tenant and REACH shall be jointly and severally liable for the obligations under this Lease.

(c) If Tenant requires that the Premises be sublet to an entity other than Tenant which carries the authorization to operate a school in the jurisdiction where the Premises is located, such sublease shall be subject to Landlord's prior written approval and consent to such sublease and the form of the sublease shall be reviewed and approved by Landlord prior to Lease execution. If Landlord consents to such a sublease, Tenant will not be relieved of liability under the Lease with respect to such sublease. Notwithstanding the foregoing, Landlord hereby expressly consents to the sublease by and between REACH and Tenant ("REACH Sublease") that will be entered into as of the effective date of this Lease. The REACH Sublease shall be in substantially the form attached hereto as Exhibit G.

(d) Percentage Agreements. It is agreed that Tenant shall not enter into any assignment, sublease, license, concession or other agreement for use, occupancy or utilization of the whole or any part of the Premises with or without Landlord's consent, which provides for rental or other payment for such use occupancy or utilization based, in whole or in part on the net income or profits derived by any person or entity from the space leased used, occupied or utilized (other than an amount based on a fixed percentage or percentages of receipts or sales), and any such purported assignment, sublease, license, concession or other agreement shall be absolutely void and ineffective as a conveyance of any right or interest in the possession, use, occupancy or utilization of any part of the Premises.

21. Subordination. This Lease and Tenant's rights hereunder shall be subject and subordinate at all times in lien and priority to any first mortgage or other primary encumbrance now or hereafter placed upon or affecting the Premises and to any second mortgage or encumbrance with the consent of the first mortgagee, and to all renewals, modifications, consolidations and extensions thereof without the necessity of any further instrument or act on the part of Tenant. Tenant shall execute and deliver upon demand any further instrument or instruments confirming the subordination of this Lease to the lien of any such first mortgage or to the lien of any other mortgage if requested to do so by Landlord with the consent of the first mortgagee, and any further instrument or instruments of attornment that may be reasonably requested by any such mortgagee or Landlord. Notwithstanding the foregoing, any mortgagee may at any time subordinate its mortgage to this Lease, without Tenant's consent, by giving notice in writing to Tenant, and thereupon this Lease shall be deemed prior to such mortgage without regard to their respective dates of execution and delivery, and in that event such mortgagee shall have the same rights with respect to this Lease as though this Lease had been executed prior to the execution and delivery of the mortgage and had been assigned to such mortgagee. Notwithstanding the foregoing, any Subordination Agreement shall contain a Non-Disturbance and Attornment language which will assure that so long as the Tenant is not in default (after the expiration of any cure period) under the terms of the Lease, its possession of the Premises and its rights hereunder shall not be disturbed.

22. Memorandum of Lease; Tenant's Certificate.

(a) Tenant, at any time and from time to time, without cost to Tenant, and within ten (10) business days after receipt of Landlord's written request, shall execute acknowledge and deliver to Landlord a short form or memorandum of this Lease for recording purposes.

(b) Tenant, at any time and from time to time and within ten (10) business days after Landlord's written request, shall execute, acknowledge and deliver to Landlord a written instrument in recordable form certifying that this Lease is unmodified and in full force and effect (or, if there have been modifications, that it is in full force and effect as modified and stating the modifications); to the extent true or accurate (or, if not, providing the details thereof): stating that the improvements required by Article 2 hereof have been completed certifying that Tenant has accepted possession of the Premises stating the date on which the term of the Lease commenced and the dates to which minimum gross rent has been paid in advance, if any; stating that to the best knowledge of the signer of such instrument Landlord is not in default of this Lease; stating any other fact or certifying any other condition relating to the Premises or this Lease reasonably requested by Landlord or required by any mortgagee or prospective mortgagee or purchaser of the Premises or any interest therein; and stating that it is understood that such instrument may be relied upon by any mortgagee or prospective mortgagee or purchaser of the Premises or any interest therein or by any assignee of Landlord's interest in this Lease or by any assignee of any mortgagee. The foregoing instrument shall be addressed to Landlord and to any mortgagee, prospective mortgagee, purchaser or other party specified by Landlord to Tenant in writing.

23. Curing Tenant's Defaults. If Tenant shall be in default (after the expiration of any cure period) in the performance of any of its obligations hereunder Landlord, without any obligation to do so, in addition to any other rights it may have in law or equity, may elect to cure such default on behalf of Tenant after written notice (except in the case of emergency) to Tenant. Tenant shall reimburse Landlord upon demand for any sums paid or costs incurred by Landlord in curing such default, including interest thereon from the respective dates of Landlord's making the payments and incurring such costs, which sums and costs together with interest thereon shall be deemed additional rent payable promptly upon being billed therefor.

24. Surrender.

(a) Subject to the terms of Paragraphs 12 (b) and 15 (a) and (c) hereof at the expiration or earlier termination of the term hereof, Tenant shall promptly yield up the Premises, clean and neat, and in substantially the same condition as when delivered to Tenant, ordinary wear and tear excepted.

(b) Anything to the contrary notwithstanding, any holding over by Tenant without Landlord's prior written consent shall constitute a default hereunder and shall be subject to all the remedies set forth in Article 25 hereof.

25. Defaults and Remedies.

(a) Defaults. It shall be an event of default:

(i) If Tenant does not pay in full when due any and all installments of minimum gross rent; provided, however, that Landlord shall give Tenant the grace period outlined in subsection (d) below on the first occurrence each calendar year of such failure to pay rent under this Section (a)(i); or

(ii) If Tenant violates or fails to perform or otherwise breaches any agreement, term, covenant or condition herein contained and such failure continues in excess of the grace period in Paragraph (d) below; or

(iii) If Tenant abandons the Premises (unless Tenant continues to pay rent as required hereunder); or

(iv) If Tenant becomes insolvent or bankrupt in any sense or makes an assignment for the benefit of creditors or offers a composition or settlement to creditors, or if a petition in bankruptcy or for reorganization or for an arrangement with creditors under any federal or state law is filed by or against Tenant, or a bill in equity or other proceeding for the appointment of a receiver, trustee, liquidator, custodian, conservator or similar official for any of Tenant's assets is commenced, or if any of the real or personal property of Tenant shall be levied upon by any sheriff, marshal or constable; provided, however, that any proceeding brought by anyone other than the parties to this Lease under any bankruptcy, reorganization arrangement, insolvency, readjustment, receivership or similar law shall not constitute a default until such proceeding, decree, judgment or order has continued unstayed for more than sixty (60) consecutive days; or

(b) Remedies. Then, and in any such event, Landlord shall have the following rights:

(i) To charge a late payment penalty of ten percent (10%) of any amount owed to Landlord pursuant to this Lease which is not paid within five (5) days of the date which is set forth in the Lease if a date is specified, or, if a date is not specified, within thirty (30) days of the mailing of a bill therefor by Landlord.

(ii) To accelerate the whole or any part of the rent for the entire unexpired balance of the term of this Lease, as well as all other charges, payments, costs and expenses herein agreed to be paid by Tenant, and any rent or other charges, payments, costs and expenses if so accelerated shall, in addition to any and all installments of rent already due and payable and in arrears, and any other charge or payment herein reserved, included or agreed to be treated or collected as rent and any other charge, expense or cost herein agreed to be paid by Tenant which may be due and payable and in arrears, be deemed due and payable as if, by the terms and provisions of this Lease, such accelerated rent and other charges, payments, costs and expenses were on that date payable in advance.

(iii) To enter the Premises and without further demand or notice proceed to distrain and sell of the goods, chattels and personal property there found and to levy the rent and other charges herein payable as rent, and Tenant shall pay all costs and officers' commissions which are permitted by law, including watchmen's wages and sums chargeable to Landlord, and further including commission [s] charged by the constable or other person making the levy, and in such case all costs, officers' commissions and other charges shall immediately attach and become part of the claim of Landlord for rent, and any tender of rent without said costs, commissions and charges made after the issuance of a warrant of distrain, shall not be sufficient to satisfy the claim of Landlord.

(iv) To re-enter the Premises, together with all additions, alterations and improvements, and, at the option of Landlord, remove all persons and all or any property

therefrom, either by summary dispossession proceedings or by any suitable action or proceeding at law or by force or otherwise, without being liable for prosecution or damages therefor, and repossess and enjoy the Premises so long as such eviction or re-entry is made in accordance with applicable law. Upon recovering possession of the Premises as a result of a default on the part of Tenant, Landlord may, at Landlord's option either terminate this Lease or make such alterations and repairs as may be necessary in order to relet the Premises and relet the Premises or any part or parts thereof, either in Landlord's name or otherwise, for a term or terms which may, at Landlord's option, be less than or exceed the period which would otherwise have constituted the balance of the term of this Lease and at such rent or rents and upon such other terms and conditions as in Landlord's sole discretion may seem advisable and to such person or persons as may in Landlord's discretion seem best; upon each such reletting all rents received by Landlord from such relating shall be applied: first, to the payment of any costs and expenses of such relating, including brokerage fees and attorney's fees and all costs of such alterations and repairs; second, to the payment of any indebtedness other than rent due hereunder from Tenant to Landlord; third, to the payment of rent due and unpaid hereunder; and the residue, if any, shall be held by Landlord and applied in payment of future rent as it may become due and payable hereunder. If such rentals received from such relating during any month shall be less than that to be paid during that month by Tenant, Tenant shall pay any such deficiency to Landlord. Such deficiency shall be calculated and paid monthly. No such re-entry or taking possession of the Premises or the making of alterations or improvements thereto or the relating thereof shall be construed as an election on the part of Landlord to terminate this Lease unless written notice of such intention be given to Tenant. Landlord shall in no event be liable in any way whatsoever for failure to relet the Premises or, in the event that the Premises or any part or parts thereof are relet, for failure to collect the rent under such relating. Only upon a default by Tenant, Tenant, for Tenant and Tenant's successors and assigns, hereby irrevocably constitutes and appoints Landlord Tenant's and their agent to collect the rents due and to become due under all subleases of the Premises or any parts thereof without in any way affecting Tenant's obligation to pay any unpaid balance of rent due or to become due hereunder. Notwithstanding any such reletting without termination, Landlord may at any time thereafter elect to terminate this Lease for such previous breach.

(v) To terminate this Lease and the term hereby created without any right on the part of Tenant to waive the forfeiture by payment of any sum due or by other performance of any condition, term or covenant broken. Whereupon, Landlord shall be entitled to recover, in addition to any and all sums and damages for violation of Tenant's obligations hereunder in existence at the time of such termination, damages for Tenant's default in an amount equal to the amount of the rent reserved for the balance of the term of this Lease, as well as all other charges, payments, costs and expenses herein agreed to be paid by Tenant, all discounted at the rate of six percent (6%) per annum to their then present worth, less the fair rental value of the Premises for the remainder of said term, also discounted at the rate of six percent (6%) per annum to its then present worth, all of which amount shall be immediately due and payable from Tenant to Landlord.

(vi) WHEN THIS LEASE AND THE TERM OR ANY EXTENSION OR RENEWAL THEREOF SHALL HAVE BEEN TERMINATED ON ACCOUNT OF ANY DEFAULT BY TENANT, OR WHEN THE TERM HEREBY CREATED OR ANY EXTENSION OR RENEWAL THEREOF SHALL HAVE EXPIRED, IT SHALL BE LAWFUL

FOR ANY ATTORNEY OF ANY COURT OF RECORD TO APPEAR AS ATTORNEY FOR TENANT AS WELL AS FOR ALL PERSONS CLAIMING BY, THROUGH OR UNDER TENANT, AND TO SIGN AN AGREEMENT FOR ENTERING IN ANY COMPETENT COURT AN AMICABLE ACTION IN EJECTMENT AND JUDGMENT AGAINST TENANT AND ALL PERSONS CLAIMING BY, THROUGH OR UNDER TENANT AND THEREIN CONFESS JUDGMENT SOLELY FOR THE RECOVERY BY LANDLORD OF POSSESSION OF THE PREMISES, FOR WHICH THIS LEASE SHALL BE HIS SUFFICIENT WARRANT; THEREUPON, IF LANDLORD SO DESIRES, AN APPROPRIATE WRIT OF POSSESSION MAY ISSUE FORTHWITH, WITHOUT ANY PRIOR WRIT OR PROCEEDING WHATSOEVER (OTHER THAN DEFAULT NOTICES AND THE EXPIRATION OF ANY REQUIRED CURE PERIOD AS SET FORTH IN THIS LEASE), AND PROVIDED THAT IF FOR ANY REASON AFTER SUCH ACTION SHALL HAVE BEEN COMMENCED IT SHALL BE DETERMINED AND POSSESSION OF THE PREMISES REMAIN IN OR BE RESTORED TO TENANT, LANDLORD SHALL HAVE THE RIGHT FOR THE SAME DEFAULT AND UPON ANY SUBSEQUENT DEFAULT OR DEFAULTS, OR UPON THE TERMINATION OF THIS LEASE OR TENANT'S RIGHT OF POSSESSION AS HEREINBEFORE SET FORTH, TO BRING ONE OR MORE FURTHER AMICABLE ACTION OR ACTIONS AS HEREINBEFORE SET FORTH TO RECOVER POSSESSION OF THE PREMISES AND CONFESS JUDGMENT AS TO EJECTMENT AND POSSESSION OF THE PREMISES ONLY AS HEREINBEFORE PROVIDED.

(c) Non-Waiver. No waiver by Landlord of any breach by Tenant of any of Tenant's obligations, agreements or covenants herein shall be a waiver of any subsequent breach or of any obligation, agreement or covenant, nor shall any forbearance by Landlord to seek a remedy for any breach by Tenant be a waiver by Landlord of any rights and remedies with respect to such or any subsequent breach.

(d) Grace Period. Notwithstanding anything hereinabove stated, except in the case of emergency as set forth herein, neither party hereto will exercise any right or remedy provided for in this Lease or allowed by law because of any default of the other, except those remedies contained in Paragraph (b)(i) of this Article, unless such party shall have (i) with respect to a default under Paragraph (a)(i), first given ten (10) days written notice thereof to the defaulting party, and the defaulting party shall have failed to cure the default within such period; provided, however, that if the default consists of something other than the failure to pay money which cannot reasonably be cured within thirty (30) days, neither party hereto will exercise any such right or remedy if the defaulting party begins to cure the default within thirty (30) days after written notice and continues actively and diligently in good faith to completely cure such default; and further provided that Landlord shall not be required to give such ten (10) days' notice more than once during any twelve (12) month period with respect to a default under Paragraph (a)(i) above.

(e) Rights and Remedies Cumulative. No right or remedy herein conferred upon or reserved to Landlord is intended to be exclusive of any other right or remedy provided herein or by law, but each shall be cumulative and in addition to every other right or remedy given herein or now or hereafter existing at law or in equity or by statute.

26. Condition of Title and of Premises. Tenant represents that the Property, the Building and the Premises, the title thereto, the zoning thereof, the street or streets, sidewalks, parking areas, curbs and access ways adjoining them, any surface and sub-surface conditions thereof, and the present uses and non-uses thereof, have been examined by Tenant, and Tenant accepts them in the condition or state in which they now are, or any of them now is, without relying on any covenant or warranty, express or implied, in fact or in law, by Landlord and without recourse to Landlord, as to the title thereto, the encumbrances thereon, the appurtenances thereto, the nature, condition or usability thereof or the use or uses to which the Premises and the Property or any part thereof may be put, except as to work to be performed by Landlord pursuant to Article 2 hereof. Tenant's occupancy of the Premises shall constitute acceptance of the work performed by Landlord pursuant to Article 2 hereof. Notwithstanding the foregoing, Landlord represents, warrants and covenants that to the best of Landlord's knowledge, as of the date hereof, (1) the Property and Premises are in compliance with all applicable laws, codes and ordinances, including the Americans with Disabilities Act (ADA) or is otherwise exempt from such compliance, (2) that the equipment and building systems serving the Premises are in good working order, and (3) there are no asbestos containing materials, mold, or other hazardous materials in the Premises or on the Property in violation of applicable law. If required by law, Landlord shall be responsible, at its expense, for removing any such materials found in the Premises, other than those first brought into the Premises by Tenant. Landlord shall maintain compliance in the common areas with all laws, and regulations, including the ADA, throughout the term of the lease and any renewals. In the event any latent defects are discovered which interfere with Tenant's use of the Premises, Landlord shall take reasonable steps to promptly remediate the condition. To the extent the following records, reports, studies and documents are in the possession and control of Landlord, Landlord shall provide Tenant with a record and history of any testing or studies regarding, or abatement of, hazardous substances, asbestos or mold in, on or under the Building, Property and Premises before the Commencement Date. If any such disclosure indicates that the Premises contains asbestos, mold or has been exposed to hazardous materials, Tenant may terminate the Lease or declare it void. Tenant shall have the non-exclusive right to park free of charge in the general parking areas of the Building which Landlord shall provide at all times with no fewer than five (5) parking spaces per one thousand (1,000) square feet of rentable space within the Building available at any given time during the term hereof. Each party shall indemnify, defend and hold harmless the other party, or the other party's assignees, agents and invitees from all fines, suits, procedures, claims and actions of every kind, and all costs associated therewith arising out of or in connection with any deposit, spill, discharge, or other release of hazardous substances that is not caused by the indemnified party, or its assignees, agents, or invitees.

27. Tenant's Environmental Responsibility. Tenant covenants and agrees to maintain and operate the Premises in accordance with all applicable federal, state, and local environmental protection laws, regulations, rules and orders, including but not limited to those laws relating to the storage, disposal, use and presence of hazardous substances, disposal of solid waste, release or emission of pollutants or hazardous substances into the air or soil or into groundwater or other waters, (collectively Environmental Laws"). Tenant covenants that it has either acquired heretofore or shall acquire, prior to or at the time required by applicable law, all environmental permits and licenses required by any Environmental Law in connection with the maintenance and operation of Tenant's business upon the Premises. Tenant covenants that it shall indemnify, defend and hold Landlord, its successors, assigns, directors, officers, employees,

agents and lenders secured by an interest in the Building harmless from all response costs, redemption, costs, losses, injuries, costs, damages, expenses, claims, fines and penalties incurred by Landlord, its successors, assigns, directors, officers, employees, agents and lenders as the result of any violation by Tenant of any Environmental Law, or as the result of any necessary repair, cleanup, closure or detoxification of the property upon which the Building is located or upon land in the vicinity of the Building if due to the acts of omissions of Tenant, or as a result of a misrepresentation made by Landlord based upon incorrect or incomplete information supplied by Tenant to Landlord. These provisions in this section shall survive the termination of this Lease.

28. Interpretation.

(a) Captions. The captions in this Lease are for convenience only and are not a part of this Lease and do not in any way define, limit, describe or amplify the terms and provisions of this Lease or the scope or intent thereof.

(b) Entire Agreement. This Lease represents the entire agreement between the parties hereto and there are no collateral or oral agreements or understandings between Landlord and Tenant with respect to the Premises or the Property. No rights, easements or licenses are acquired in the Property or any land adjacent to the Property by Tenant by implication or otherwise except as expressly set forth in the provisions of this Lease. This Lease shall not be modified in any manner except by an instrument in writing executed by the parties. Tenant agrees to make such changes to this Lease as are required by any mortgagee, provided such changes do not substantially affect Tenant's rights and obligations hereunder. The masculine (or neuter) pronoun, singular number, shall include the masculine, feminine and neuter genders and the singular and plural number.

(c) Exhibits. Each writing or plan referred to herein as being attached hereto as an Exhibit or otherwise designated herein as an Exhibit hereto is hereby made a part hereof.

(d) Covenants. The terms, covenants and obligations set forth herein all constitute conditions and not covenants of this Lease.

(e) Interest. Wherever interest is required to be paid hereunder, such interest shall be at the highest rate permitted under law.

29. Definitions.

(a) "Landlord". The word "Landlord" is used herein to include the Landlord named above as well as its heirs, successors and assigns, each of whom shall have the same rights, remedies, powers, authorities and privileges as he would have had had he originally signed this Lease as Landlord. Any such person, whether or not named herein, shall have no liability hereunder after he ceases to hold title to the Premises except for obligations which may have therefore accrued. Neither Landlord nor any principal of Landlord nor any owner of the Building or the Lot, whether disclosed or undisclosed, shall have any personal liability with respect to any of the provisions of this Lease or the Premises, and if Landlord is in breach or default with respect to Landlord's obligations under this Lease or otherwise, Tenant shall look solely to the equity of Landlord in the Premises for the satisfaction of Tenant's claims.

(b) "Tenant". The word "Tenant" is used herein to include the Tenant named above as well as its successors and assigns, each of which shall be under the same obligations, liabilities and disabilities and each of which shall have the same rights, privileges and powers as it would have possessed had it originally signed this Lease as Tenant. Each and every of the persons named above as Tenant shall be bound formally and severally by the terms, covenants and agreements contained herein. However, no such rights, privileges or powers shall inure to the benefit of any assignee of Tenant immediate or remote, unless the assignment to such assignee is permitted or has been approved in writing by Landlord. Any notice required or permitted by the terms of this Lease may be given by or to any one of the persons named above as Tenant, and shall have the same force and effect as if given by or to all thereof.

(c) "Mortgage" and "Mortgagee". The word "mortgage" is used herein to include any lien or encumbrance on the Premises or the Property or on any part of or interest in or appurtenance to any of the foregoing, including without limitation any ground rent or ground lease if Landlord's interest is or becomes a leasehold estate. The word "mortgagee" is used herein to include the holder of any mortgage, including any ground Landlord if Landlord's interest is or becomes a leasehold estate. Wherever any right is given to a mortgagee, that right may be exercised on behalf of such mortgagee by any representative or servicing agent of such mortgagee.

(d) "Person". The word "person" is used herein to include a natural person, a partnership, a corporation, an association, and any other form of business association or entity.

(e) "Date of this Lease". The "date of this Lease" shall be the date upon which this Lease has been fully executed by both parties.

30. Notices. All notices, demands, requests, consents, certificates and waivers required or permitted hereunder from either party to the other shall be in writing and sent by United States certified mail, return receipt requested, postage prepaid. Notices to Tenant shall be addressed to Connections Education, 8830 Stanford Avenue, Suite 200, Columbia, MD 21046, Attn: Jahn Wassel. After the Commencement Date notices to Tenant shall be sent to the Premises with a copy to the foregoing address. Notices to Landlord shall be addressed to Union Deposit Corporation, 750 East Park Drive, P.O. Box 4153, Harrisburg, PA 17111 with a copy to any mortgagee or other party designated by Landlord. Either party may at any time, in the manner set forth for giving notices to the other, specify a different address to which notices to it shall be sent.

31. Security Deposit. At the time of signing this Lease, Tenant shall deposit with Landlord the sum of Eight Thousand Nine Hundred Sixteen and 64/100 Dollars (\$8,916.64) to be retained by Landlord as cash security for the faithful performance and observance by Tenant of the covenants, agreements and conditions of this Lease. Notwithstanding anything to the contrary contained in any law or state now existing or hereafter passed (i) Tenant shall not be entitled to any interest whatever on the cash security, (ii) Landlord shall not be obligated to hold the cash security in trust or in a separate account, and (iii) Landlord shall have the right to commingle the cash security with its other funds. Landlord may use, apply or retain the whole or any part of the cash security to the extent required for the payment of any minimum gross rent or any other sums payable hereunder as to which Tenant is in default or to the extent required for

the reimbursement to Landlord of any sum which Landlord may expend or may be required to expend by reason of Tenant's default in respect to any of the covenants, agreements or conditions of this Lease. If Tenant shall fully and faithfully comply with all of the covenants, agreements and conditions of this Lease, the cash security shall be returned to Tenant after the Expiration Date and surrender of the Premises to Landlord. If the Premises are sold to a bona fide purchaser, Landlord shall have the right to transfer the aforesaid cash security to such purchaser, by which transfer Landlord shall be released from all liability and Tenant shall look solely to the new landlord for the return thereof.

32. Rules and Regulations.

(a) The entrances, lobby and other Common Areas shall be under the exclusive control of Landlord and shall not be obstructed or used by Tenant for any purpose other than their intended purposes.

(b) Tenant shall not bring into the Premises or operate therein any engine, boiler, dynamo or machinery of any kind, or carry on any mechanical operations in the Premises, or place any explosive therein, or use any kerosene, oils, candles, or burning fluids therein, without first obtaining the written consent of Landlord.

(c) If Tenant desires a safe for depositing valuables or securities, Landlord shall have the right to prescribe its weight, size and proper position. Nothing whatsoever shall be brought into the Building by Tenant, its agents, employees, or visitors which has a weight of more than 70 pounds per square foot, unless Landlord approves same and its proper position.

(d) No nails are to be driven, the Premises are not to be defaced in any way, no boring or cutting for wires or other purpose is to be done, and no change in electric fixtures or other appurtenances of the Premises is to be made, without the prior written consent of Landlord.

(e) If Tenant desires telephone or telegraphic connections, Landlord will direct the electricians as to where and how the wires are to be introduced, and without such written directions no boring for wires will be permitted. Landlord and Tenant shall cooperate with each other in such direction and in locating Tenant Systems, including telephone or telegraphic connections, within the Premises.

(f) The Premises shall not be used for the purpose of lodging or sleeping rooms, nor in any way to damage the reputation of the Building; and Tenant shall not disturb or permit the disturbance of other tenants of the Building by the use of musical instruments or other noises, not by an interference whatsoever. Nothing shall be placed or permitted upon the outside window sills.

(g) No person or persons, other than employees of the Building, shall be employed by Tenant for the purpose of cleaning or taking care of the Premises without the written consent of Landlord. Any person or persons so employed by Tenant (with the written consent of Landlord) shall be subject to, and under the control and direction of Landlord in the use of the Building and its facilities. No individuals employed by the Landlord shall be permitted access to the Premises while students of the cyber charter school are present, except in event of emergency.

(h) Landlord shall have the right to exclude or eject from the Building animals of every kind, except service animals, bicycles, and all canvassers and other persons who conduct themselves in such a manner as to be, in the judgment of Landlord, an annoyance to the tenants or a detriment to the Building.

(i) Two keys to the front door of the Premises and two keys to a designated Building entrance will be provided at no cost. A reasonable number of additional keys will be provided upon payment of fees therefor. No locks shall be placed upon any door of the Premises without first obtaining the written consent of Landlord and furnishing Landlord with keys to same. Tenant will not permit any duplicate keys to be made (all necessary keys to be furnished by Landlord). Upon termination of this Lease, Tenant shall surrender to Landlord all keys to the Premises and Building. Tenant shall notify Landlord immediately if Tenant loses any keys to an entry door of the Building. Tenant shall pay all costs incurred by Landlord as a result of such loss, including but not limited to, the cost of re-keying the Building entry doors and providing new key to existing Tenants of the Building.

(j) The bathrooms, water closets and other water apparatus shall not be used for any purpose other than those for which they are intended and no sweepings rubbish, rags, or other injurious substances shall be placed therein. The cost of repair of any damage resulting from misuse or abuse by Tenant's employees or guests shall be borne by Tenant.

(k) If there are any glass entry doors to the Premises, Tenant must obtain Landlord's prior written approval, which Landlord may give or withhold sole discretion of all furniture, interior finishes, and other objects visible through such glass doors.

33. Brokerage. Each party hereby represents and warrants to the other party that it has not dealt with any real estate broker or agent in connection with this Lease except CBRE, Inc. on behalf of Tenant, whom will be paid a commission by Landlord pursuant to the terms of a separate agreement. Landlord and Tenant agree to indemnify and save harmless the other party and the other party's officers, directors, employees and agents harmless from and against any and all claims and liabilities (including reasonable attorney fees) resulting from the party's dealings with any broker, agent or other party, other than as set forth herein, claiming a commission or fee in connection with this Lease.

34. Right of First Offer. Tenant shall have a right of first offer with respect to space contiguous to the Premises in the Building (the "Offering Space"). If at any time during the term of this Lease, so long as no default has occurred and is continuing hereunder, and there are at least twelve (12) months remaining in the term of this Lease, then Landlord shall send a written notice to Tenant stating (1) that all or a portion, as the case may be, of the Offering Space is available for lease by Tenant (and identifying the available portion if less than all of the Offering Space is available) and (ii) the Fair Market Terms at which the Offering Space would be made available to Tenant (the "ROFO Notice"). Tenant shall, within seven (7) business days of its receipt of the ROFO Notice, notify Landlord in writing of its acceptance or rejection of the terms of the ROFO Notice. Tenant's failure to respond within such seven (7) day period shall be deemed a rejection of the terms of the ROFO Notice. If Tenant shall reject the terms of the ROFO Notice or be deemed to have rejected the terms of the ROFO Notice, Landlord may market and lease all or any portion of the Offering Space to any other party. If Tenant accepts

the terms of the ROFO Notice, Landlord and Tenant shall enter into a mutually agreeable amendment to this Lease, under the same terms and conditions of this Lease, except for such terms as may be amended as set forth in the ROFO Notice including, but not limited to term and rent as set forth in ROFO Notice, as agreed upon by the parties, within fourteen (14) business days of Tenant's acceptance.

35. No Business Interest. Landlord and Tenant mutually warrant that each has no business interest in the other (other than as parties to this Lease) and that there are no common board members or employees between the parties.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, and in consideration of the mutual entry into this Lease and for other good and valuable consideration, and intending to be legally bound, each party hereto has caused this agreement to be duly executed under seal.

Date signed: _____

LANDLORD:

BOYD & MAHONEY, by its general partner
4153 MANAGEMENT INC., GP

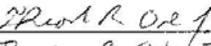
By: 
Susan A. M. Hatfield, its President

Attest: 

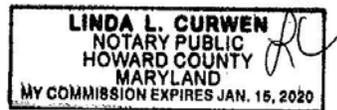
Date signed: July 12, 2016

TENANT:

CONNECTIONS EDUCATION LLC

By: 
Theodore R. Ochs, Jr.

Attest: 
Shannon Heaps



IN WITNESS WHEREOF, and in consideration of the mutual entry into this Lease and for other good and valuable consideration, and intending to be legally bound, each party hereto has caused this agreement to be duly executed under seal.

Date signed: _____

LANDLORD:

BOYD & MAHONEY, by its general partner
4153 MANAGEMENT INC., GP

By: *[Signature]*
Susan A. M. Hatfield, its President

Attest: *[Signature]*
TRISH MCGILGON

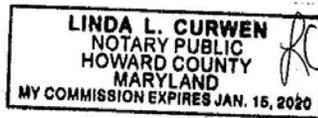
Date signed: July 12, 2016

TENANT:

CONNECTIONS EDUCATION LLC

By: *[Signature]*
Theodore R. Oaks, Jr.

Attest: *[Signature]*
Shannon Heaps

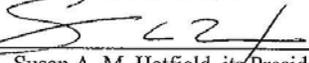


IN WITNESS WHEREOF, and in consideration of the mutual entry into this Lease and for other good and valuable consideration, and intending to be legally bound, each party hereto has caused this agreement to be duly executed under seal.

Date signed: _____

LANDLORD:

BOYD & MAHONEY, by its general partner
4153 MANAGEMENT INC., GP

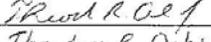
By: 
Susan A. M. Hatfield, its President

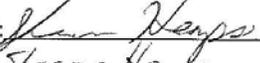
Attest: 

Date signed: July 12, 2016

TENANT: F. LISA MCGOWAN

CONNECTIONS EDUCATION LLC

By: 
Theodore R. Ochs, Jr.

Attest: 
Shannon Heaps

LINDA L. CURWEN
NOTARY PUBLIC
HOWARD COUNTY
MARYLAND
MY COMMISSION EXPIRES JAN. 15, 2020

RC

EXHIBIT A

PREMISES

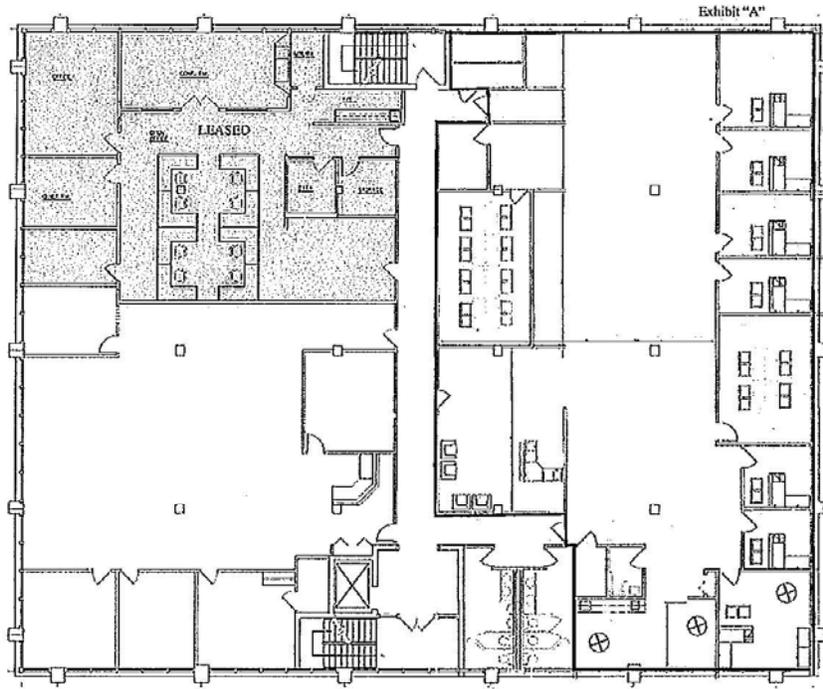


EXHIBIT B
LANDLORD WORK

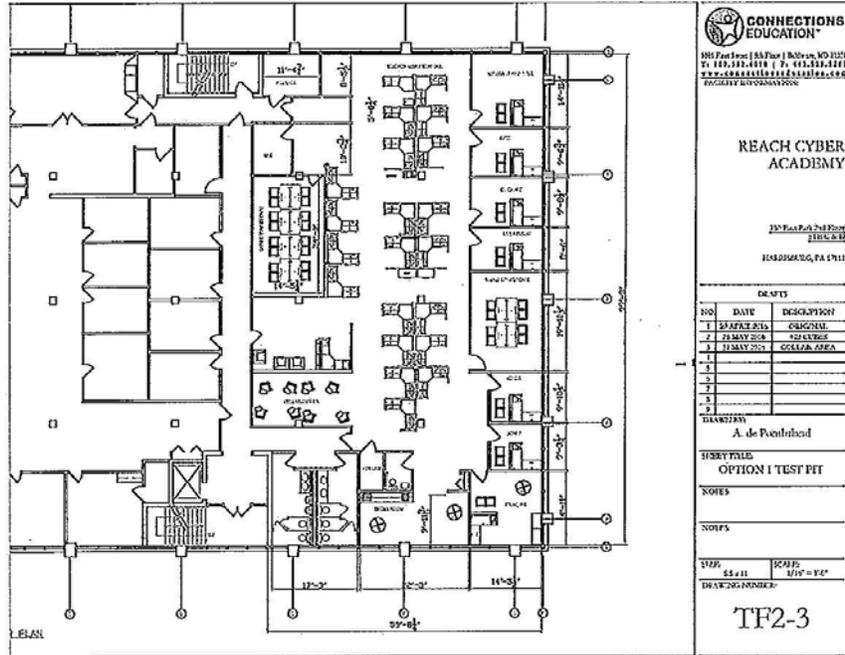


EXHIBIT A



LANDLORD CONSTRUCTION SCOPE OF SERVICES

FOR

REACH Cyber Academy

Construction

1 of 5

dmg Revised 06/08/16

Construction Services: Scope of Work

Connections Education is requesting to renovate the existing Suite in Harrisburg, PA. The Project will renovate the existing Suites on the site to provide a 5,863 SF office.

Project Site:

- The REACH Cyber Academy will be located at 750 East Park, 2nd Floor, Suite 201, Harrisburg, PA 17111.

Project Description

Landlord shall provide all labor, equipment and materials, and secure all authorizations and permits, to complete construction modifications for approximately 5,863 SF of office space located at 750 East Park, 2nd Floor, Suite 201, Harrisburg, PA 17111.

Permits/Authorizations:

Landlord is responsible for Construction Drawings and obtaining all authorizations/permits, at Landlord's expense, prior to the commencement of work.

General Program for Site Construction:

Landlord shall complete the following efforts/activities:

1. Landlord shall complete Site construction, using finishes and construction consistent with the following program and as further specified below.

Teacher Work Area

- a. **Painting:** Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Hollow Metal Window Frames, and Hollow Metal Door Frames. Paint should include 1 prime coat and 2 finish coats.
- b. **Flooring:** Furnish and install new vinyl cove base and broadloom carpet throughout the open office area.
- c. **Ceilings:** Furnish and install new 2'x4' Acoustical Ceiling Tile in office space.
- d. **Electrical:**
 - i. Furnish and install power whips (120V) to each set of work station cubicles – four outlets per station in accordance with local and state codes.
 - ii. Electric/Data Cover Plates shall blend with wall color.
 - iii. General Power distribution by NEC Standards.
 - iv. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with parabolic lenses.

Reception Area

- a. **Painting:** Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Hollow Metal Window Frames,

and Hollow Metal Door Frames. Paint should include 1 prime coat and 2 finish coats.

- b. **Flooring:** Furnish and install new vinyl cove base and Vinyl Composition Tile (VCT) throughout the Reception Area. Transition strip to be used at entry into open office area.
- c. **Ceilings:** Furnish and install new 2'x4' Acoustical Ceiling Tile in office space.
- d. **Electrical:**
 - i. Furnish and install power (120V) to reception desk – four outlets in accordance with local and state codes. Wall connection.
 - ii. Furnish and install three (3) data ports to reception desk.
 - iii. Electric/Data Cover Plates shall blend with wall color.
 - iv. General Power distribution by NEC Standards.
 - v. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with lenses.

Offices (Principal, Assistant Principal, Guidance, SPED, Administration Offices)

- a. **Partitions:** Gypsum Wallboard partitions with acoustical sound insulation to min. 12" above ACT.
- b. **Door:** 5 ply solid core wood door with lite in frame. Provide locking hardware on doors.
- c. **Flooring:** Furnish and install new vinyl cove base and broadloom carpet throughout the office area.
- d. **Ceiling:** Furnish and install new 2'x4' Acoustical Ceiling Tile in office. Furnish and install sound batt insulation above ceiling tile in office.
- e. **Painting:** Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Hollow Metal Window Frames, and Hollow Metal Door Frames. Paint should include 1 prime coat and 2 finish coats.
- e. **Electrical:**
 - i. Furnish and install power (120V) to desk – four outlets in accordance with local and state codes. Wall connection.
 - ii. Furnish and install three (3) data ports to reception desk.
 - iii. Electric/Data Cover Plates shall blend with wall color.
 - iv. General Power distribution by NEC Standards.
 - v. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with lenses.

Break Room

- a. **Appliances:** Furnish and install full size refrigerator and microwave.
- b. **Flooring:** Furnish and install vinyl cove base and VCT flooring in Break Room.
- c. **Ceiling:** Furnish and install new 2'x4' Acoustical Ceiling Tile in Break Area.

- d. Painting: Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Hollow Metal Window Frames, and Hollow Metal Door Frames. Paint should include 1 prime coat and 2 finish coats.
- f. Electrical:
 - i. Furnish and install GFI power (120V) at countertop and power for refrigerator in accordance with local and state codes.
 - ii. Electric/Data Cover Plates shall blend with wall color.
 - iii. General Power distribution by NEC Standards.
 - iv. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with lenses.

Conference Rooms (Large and Small Conference Rooms)

- a. Partitions: Acoustical sound insulation in partitions to min. 12" above ACT or to the underside of the ACT. Provide 30"x30" plywood blocking behind wall mounted monitor location.
- b. Door: 5 ply solid core wood door with lite in frame.
- c. Flooring: Furnish and install vinyl cove base and broadloom carpet throughout the Conference Rooms.
- d. Ceiling: Furnish and install 2'x4' acoustical ceiling tile in office. Furnish and install sound batt insulation above ceiling tile in office.
- e. Painting: Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Hollow Metal Window Frames, and Hollow Metal Door Frames. Paint should include 1 prime coat and 2 finish coats.
- g. Electrical:
 - i. Furnish and install power (120V) to designated computer station, monitor and to Conference Room Tables in center of room in accordance with local and state codes.
 - ii. Furnish and install power (120V) to Monitor located at 60" above finish floor.
 - iii. Electric/Data Cover Plates shall blend with wall color.
 - iv. General Power distribution by NEC Standards.
 - v. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with parabolic lenses.

MIS Room

- a. Partitions: Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Hollow Metal Window Frames, and Hollow Metal Door Frames. Paint should include 1 prime coat and 2 finish coats.

- b. Door: 5 ply solid core wood door in 18 ga. HIM frame. Provide locking hardware on door.
- c. HVAC: Furnish and install Independent HVAC Cooling System with dehumidification system capability.
- d. Flooring: Furnish and Install Static Dissipative Tile and Adhesive (Grounded) in MIS Room.
- h. Electrical:
 - i. Furnish and install power 2 quad outlets in accordance with local and state codes. Wall connection.
 - ii. Furnish and install 4'x8' plywood panel on wall to support server equipment.
 - iii. Furnish and install 208V circuit to accept a L6-30P plug.
 - iv. General Power distribution by NEC Standards.
 - v. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with parabolic lenses.
 - vi. Provide a grounding bar in the MIS Room per local codes.

General

- a. Lighting shall be 2'x4' recessed fluorescent fixtures unless otherwise noted herein.
 - b. Rework fire alarm, mechanical systems, sprinklers, and emergency lighting as required.
 - c. Furnish and install fire extinguishers as required by local code.
 - d. Paint Colors shall be selected from one of the following: Versatile Gray SW6072, Storm Cloud SW6249, and Passive SW7064.
2. Landlord shall remove and cleanup all demo, construction excess and unused materials from the Site. Materials will be discarded and not re-used. Final cleaning when scope of work is complete.
 3. Maintain safety of the job site/area during all work operations, to overall protect contractor crews, sub-contractor crews, owner personnel that may be present in and around the work space or adjacent spaces.
 4. Landlord shall be on site for all permitting and inspections.
 5. Provide sufficient egress in the new office space to be compliant with all local and state codes.
 6. Architect will provide AHERA asbestos letter indicating no asbestos was specified or used in the construction of the space.
 7. Completion date of August 1, 2016.

EXHIBIT C

RENT COMMENCEMENT MEMO

COMMENCEMENT DATE MEMORANDUM

THIS MEMORANDUM, is made as of the 29th day of September, 2016, by and between BOYD & MAHONEY (hereinafter called "Landlord") and CONNECTIONS EDUCATION LLC (hereinafter called "Tenant").

RECITALS:

A. Landlord and Tenant are parties to a certain Lease dated July 13, 2016 whereby Landlord leased to Tenant, and Tenant leased from Landlord, certain real property at East Park Office Center, Suite 201, 750 East Park Drive, Lower Paxton Township, Dauphin County, Harrisburg, Pennsylvania.

B. Tenant is in possession of the Premises per the Certificate of Occupancy dated September 1, 2016 and the Lease has commenced.

C. Landlord and Tenant desire to enter into this Memorandum confirming the Commencement Date and the Termination Date of the Lease.

NOW, THEREFORE, Landlord and Tenant agree as follows:

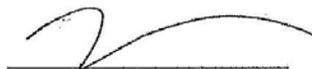
1. The Commencement Date is August 15, 2016
2. The Expiration Date is 11:59 PM August 31, 2022
3. The Monthly Gross Rent is hereby dated as follows:

Lease Year	Annual Rent	Monthly Rent
09/01/16 – 08/31/17	\$106,999.75	\$8,916.65
09/01/17 – 08/31/18	\$110,209.74	\$9,184.15
09/01/18 – 08/31/19	\$113,516.03	\$9,459.67
09/01/19 – 08/31/20	\$116,921.52	\$9,743.46
09/01/20 – 08/31/21	\$120,429.16	\$10,035.76
09/01/21 – 08/31/22	\$124,042.04	\$10,336.84

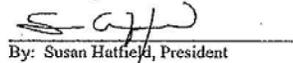
4. The amortization schedule of Tenant Improvements is attached hereto as Attachment 1.

IN WITNESS WHEREOF, Landlord and Tenant have caused this Commencement Date Memorandum to be executed as of the day and year first above written.

Witness:

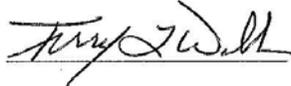


Landlord:
Boyd & Mahoney, by its general partner
4153 Management Inc.

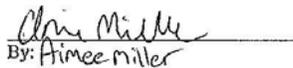

By: Susan Hatfield, President

9/29/16
Date

Witness:



Tenant:
Connections Education LLC


By: Aimee Miller

10/15/16
Date

AMORTIZATION OF TENANT IMPROVEMENTS AND RE COMMISSIONS

Tenant Improvement Amount	\$89,019.67
Real Estate Commissions	\$40,969.34
Years	6
Frequency	12
Rate	8.00%

Payment Date		Total Payment	Principal	Interest	Unamortized Balance
					\$129,989.01
Sep-16	1	(\$2,279.13)	(\$1,412.54)	(\$866.59)	\$128,576.47
Oct-16	2	(\$2,279.13)	(\$1,421.95)	(\$857.18)	\$127,154.52
Nov-16	3	(\$2,279.13)	(\$1,431.43)	(\$847.70)	\$125,723.09
Dec-16	4	(\$2,279.13)	(\$1,440.97)	(\$838.15)	\$124,282.12
Jan-17	5	(\$2,279.13)	(\$1,450.58)	(\$828.55)	\$122,831.54
Feb-17	6	(\$2,279.13)	(\$1,460.25)	(\$818.88)	\$121,371.28
Mar-17	7	(\$2,279.13)	(\$1,469.99)	(\$809.14)	\$119,901.30
Apr-17	8	(\$2,279.13)	(\$1,479.79)	(\$799.34)	\$118,421.51
May-17	9	(\$2,279.13)	(\$1,489.65)	(\$789.48)	\$116,931.86
Jun-17	10	(\$2,279.13)	(\$1,499.58)	(\$779.55)	\$115,432.28
Jul-17	11	(\$2,279.13)	(\$1,509.58)	(\$769.55)	\$113,922.70
Aug-17	12	(\$2,279.13)	(\$1,519.64)	(\$759.48)	\$112,403.05
Sep-17	13	(\$2,279.13)	(\$1,529.77)	(\$749.35)	\$110,873.28
Oct-17	14	(\$2,279.13)	(\$1,539.97)	(\$739.16)	\$109,333.30
Nov-17	15	(\$2,279.13)	(\$1,550.24)	(\$728.89)	\$107,783.06
Dec-17	16	(\$2,279.13)	(\$1,560.57)	(\$718.55)	\$106,222.49
Jan-18	17	(\$2,279.13)	(\$1,570.98)	(\$708.15)	\$104,651.51
Feb-18	18	(\$2,279.13)	(\$1,581.45)	(\$697.68)	\$103,070.06
Mar-18	19	(\$2,279.13)	(\$1,591.99)	(\$687.13)	\$101,478.06
Apr-18	20	(\$2,279.13)	(\$1,602.61)	(\$676.52)	\$99,875.45
May-18	21	(\$2,279.13)	(\$1,613.29)	(\$665.84)	\$98,262.16
Jun-18	22	(\$2,279.13)	(\$1,624.05)	(\$655.08)	\$96,638.12
Jul-18	23	(\$2,279.13)	(\$1,634.87)	(\$644.25)	\$95,003.24
Aug-18	24	(\$2,279.13)	(\$1,645.77)	(\$633.35)	\$93,357.47
Sep-18	25	(\$2,279.13)	(\$1,656.75)	(\$622.38)	\$91,700.72
Oct-18	26	(\$2,279.13)	(\$1,667.79)	(\$611.34)	\$90,032.93
Nov-18	27	(\$2,279.13)	(\$1,678.91)	(\$600.22)	\$88,354.02
Dec-18	28	(\$2,279.13)	(\$1,690.10)	(\$589.03)	\$86,663.92
Jan-19	29	(\$2,279.13)	(\$1,701.37)	(\$577.76)	\$84,962.55
Feb-19	30	(\$2,279.13)	(\$1,712.71)	(\$566.42)	\$83,249.84
Mar-19	31	(\$2,279.13)	(\$1,724.13)	(\$555.00)	\$81,525.71

Reach Cyber Charter School Renewal Application

Apr-19	32	(\$2,279.13)	(\$1,735.62)	(\$543.50)	\$79,790.09
May-19	33	(\$2,279.13)	(\$1,747.19)	(\$531.93)	\$78,042.89
Jun-19	34	(\$2,279.13)	(\$1,758.84)	(\$520.29)	\$76,284.05
Jul-19	35	(\$2,279.13)	(\$1,770.57)	(\$508.56)	\$74,513.48
Aug-19	36	(\$2,279.13)	(\$1,782.37)	(\$496.76)	\$72,731.11
Sep-19	37	(\$2,279.13)	(\$1,794.25)	(\$484.87)	\$70,936.85
Oct-19	38	(\$2,279.13)	(\$1,806.22)	(\$472.91)	\$69,130.64
Nov-19	39	(\$2,279.13)	(\$1,818.26)	(\$460.87)	\$67,312.38
Dec-19	40	(\$2,279.13)	(\$1,830.38)	(\$448.75)	\$65,482.00
Jan-20	41	(\$2,279.13)	(\$1,842.58)	(\$436.55)	\$63,639.42
Feb-20	42	(\$2,279.13)	(\$1,854.87)	(\$424.26)	\$61,784.55
Mar-20	43	(\$2,279.13)	(\$1,867.23)	(\$411.90)	\$59,917.32
Apr-20	44	(\$2,279.13)	(\$1,879.68)	(\$399.45)	\$58,037.64
May-20	45	(\$2,279.13)	(\$1,892.21)	(\$386.92)	\$56,145.43
Jun-20	46	(\$2,279.13)	(\$1,904.83)	(\$374.30)	\$54,240.60
Jul-20	47	(\$2,279.13)	(\$1,917.52)	(\$361.60)	\$52,323.08
Aug-20	48	(\$2,279.13)	(\$1,930.31)	(\$348.82)	\$50,392.77
Sep-20	49	(\$2,279.13)	(\$1,943.18)	(\$335.95)	\$48,449.60
Oct-20	50	(\$2,279.13)	(\$1,956.13)	(\$323.00)	\$46,493.46
Nov-20	51	(\$2,279.13)	(\$1,969.17)	(\$309.96)	\$44,524.29
Dec-20	52	(\$2,279.13)	(\$1,982.30)	(\$296.83)	\$42,541.99
Jan-21	53	(\$2,279.13)	(\$1,995.52)	(\$283.61)	\$40,546.48
Feb-21	54	(\$2,279.13)	(\$2,008.82)	(\$270.31)	\$38,537.66
Mar-21	55	(\$2,279.13)	(\$2,022.21)	(\$256.92)	\$36,515.45
Apr-21	56	(\$2,279.13)	(\$2,035.69)	(\$243.44)	\$34,479.75
May-21	57	(\$2,279.13)	(\$2,049.26)	(\$229.87)	\$32,430.49
Jun-21	58	(\$2,279.13)	(\$2,062.93)	(\$216.20)	\$30,367.57
Jul-21	59	(\$2,279.13)	(\$2,076.68)	(\$202.45)	\$28,290.89
Aug-21	60	(\$2,279.13)	(\$2,090.52)	(\$188.61)	\$26,200.36
Sep-21	61	(\$2,279.13)	(\$2,104.46)	(\$174.67)	\$24,095.91
Oct-21	62	(\$2,279.13)	(\$2,118.49)	(\$160.64)	\$21,977.42
Nov-21	63	(\$2,279.13)	(\$2,132.61)	(\$146.52)	\$19,844.80
Dec-21	64	(\$2,279.13)	(\$2,146.83)	(\$132.30)	\$17,697.97
Jan-22	65	(\$2,279.13)	(\$2,161.14)	(\$117.99)	\$15,536.83
Feb-22	66	(\$2,279.13)	(\$2,175.55)	(\$103.58)	\$13,361.28
Mar-22	67	(\$2,279.13)	(\$2,190.05)	(\$89.08)	\$11,171.23
Apr-22	68	(\$2,279.13)	(\$2,204.65)	(\$74.47)	\$8,966.57
May-22	69	(\$2,279.13)	(\$2,219.35)	(\$59.78)	\$6,747.22
Jun-22	70	(\$2,279.13)	(\$2,234.15)	(\$44.98)	\$4,513.08
Jul-22	71	(\$2,279.13)	(\$2,249.04)	(\$30.09)	\$2,264.04
Aug-22	72	(\$2,279.13)	(\$2,264.04)	(\$15.09)	\$0.00

DocuSign Envelope ID: 855BE500-257A-4FC5-B0A5-F1DF66BF4081

EXHIBIT E

RENT

Exhibit E

GROSS RENT

Lease Year	Minimum Annual Rent	Monthly Rent
09/01/16 - 09/31/17	\$106,999.75	\$9,016.65
09/01/17 - 09/31/18	\$110,209.74	\$9,184.15
09/01/18 - 09/31/19	\$113,516.03	\$9,459.67
09/01/19 - 09/31/20	\$116,921.52	\$9,743.46
09/01/20 - 09/31/21	\$120,429.16	\$10,035.76
09/01/21 - 09/31/22	\$124,042.04	\$10,336.84

Tenn: Six (6) years
Escalations: 3.0% per annum
Square Feet 5,863
Rate \$18.25
Renewal Options: Two (2) Consecutive Three (3) year renewal options at 100% of the then current Fair Market Terms



Landlord

DS
TPOJ

Tenant

tbc 7/16

EXHIBIT F

LANDLORD'S UTILITY AND SERVICE PROVIDERS

PPL Electric Utilities
2 North 9th Street
Allentown, PA 18101-1175
1-800-342-5775
pplelectric.com

Suez Water Pennsylvania
Customer Service Center
8189 Adams Drive
Hummelstown, PA 17036
717-564-3662
mysuezwater.com

Verizon
888-804-0875
<http://www.verizon.com/support/smallbusiness/contact-us/index.htm>

Comcast
855-487-1618
<https://business.comcast.com/>

EXHIBIT G

FORM OF REACH SUBLEASE

[TO BE ATTACHED]

CONNECTIONS EDUCATION

**EXECUTION CHECKLIST
FIRST AMENDMENT**

School Name: N/A

Site Address: 750 East Park Drive, Suite 201, Harrisburg, PA

<u>Item</u>	<u>Responsible Party</u>	<u>Attached/Completed</u>
1. Final Executable Document	Jane Marrone/ Fran Flores	<u>X</u>
2. CAR*	Aimee Miller	<u>N/A</u>
3. Sent for Execution	Aimee Miller	<u> </u>
4. Fully Executed Copy From Landlord	Aimee Miller	<u> </u>

*Aimee Miller to provide directly to Judy Meyers.

2 COPIES OF DOCUMENTS WILL BE SENT TO:

Please include a self-addressed return envelope with the package.

Boyd and Mahoney
c/o Union Deposit Corporation
750 East Park Drive
Harrisburg, PA 17111

Office: 717-564-0832
Mobile: 717-433-5187

EXECUTION PACKAGE APPROVED BY JANE MARRONE

July 27, 2017

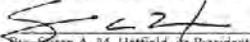
Tenant receives a certificate of occupancy, if required for the Expansion Premises) and Tenant has been provided with at least four (4) weeks of Early Access prior to substantial completion, the Expansion Commencement Date shall have occurred

3. **Expiration Date.** The Lease term for the entire Premises (as expanded) shall remain unmodified (regardless of any late delivery of the Expansion Premises) and will expire on August 31, 2022, the Expiration Date under the Lease.
6. **Minimum Annual Gross Rent.** Commencing on the Expansion Commencement Date, the Minimum Annual Gross Rent for the Premises, as expanded, shall be as set forth on Exhibit D attached hereto which replaces Exhibit E of the Lease in its entirety.
7. **Brokers.** Each of Landlord and Tenant acknowledge that no other broker was involved in this Amendment other than CBRE, Inc., who represents Tenant. Landlord agrees to pay CBRE, Inc. a leasing commission pursuant to the terms and conditions of a separate agreement.
8. **Tenant's Representations and Warranties.** Tenant represents and warrants to Landlord that (i) Tenant is duly organized, validly existing and in good standing in accordance with the laws of the state under which it was organized; (ii) all action necessary to authorize the execution of this Amendment has been taken by Tenant; and (iii) the individual executing and delivering this Amendment on behalf of Tenant has been authorized to do so, and such execution and delivery shall bind Tenant.
9. **Landlord's Representations and Warranties.** Landlord represents and warrants to Tenant that (i) Landlord is duly organized, validly existing and in good standing in accordance with the laws of the state under which it was organized; (ii) all action necessary to authorize the execution of this Amendment has been taken by Landlord; and (iii) the individual executing and delivering this Amendment on behalf of Landlord has been authorized to do so, and such execution and delivery shall bind Landlord.
10. **Miscellaneous.** Except as expressly modified by this Amendment, the Lease remains unmodified and in full force and effect. This Amendment may be executed in multiple counterparts each of which shall be deemed an original but which together shall constitute one agreement. In the event of a conflict between the terms of this Amendment and the terms of the Lease, this Amendment shall govern and control.

Attest:



Landlord
BOYD & MAHONEY, by its general partner
4133 MANAGEMENT INC., GP

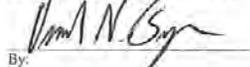

By: Susan A. M. Hatfield, its President

8/2/17
Date

Attest:



Tenant:
CONNECTIONS EDUCATION LLC


By:

7/28/17
Date

AMENDMENT NO. 1 TO AGREEMENT OF LEASE

This Amendment No. 1 To Agreement of Lease ("Amendment") is made as of the 2nd day of August, 2017, by and between BOYD & MAHONEY, a limited partnership organized and existing under the laws of Pennsylvania (herein called "Landlord"), and CONNECTIONS EDUCATION LLC, a limited liability company organized and existing under the laws of the State of Delaware (herein called "Tenant").

WITNESSETH:

WHEREAS, Landlord and Tenant entered into a certain Agreement of Lease dated as of July 13, 2016 (the "Lease") regarding certain premises within the building located at 750 East Park Drive, Suite 201, Lower Paxton Township, Dauphin County, Harrisburg, Pennsylvania, as more particularly described in the Lease, being administration offices for its cyber charter schools and consisting of approximately 5,863² square feet (the "Original Premises"); and

WHEREAS, Landlord and Tenant desire to modify and amend the Lease to add approximately 3,751 square feet to the Original Premises as depicted on Exhibit B attached hereto and incorporated herein by reference, resulting in an expansion of the Original Premises to approximately 9,614 square feet (the "Premises");

NOW, THEREFORE, in consideration of the foregoing recitals and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Landlord and Tenant hereby agree that as of the Expansion Commencement Date (as hereinafter defined) the Lease is hereby amended as follows:

1. Definitions. Except as otherwise expressly defined herein, all capitalized terms shall have the meanings given such terms in the Lease.
2. Expansion Commencement Date. Effective as of the later of (i) September 1, 2017, or (ii) the date which is two weeks following the date of substantial completion of the Expansion Premises Work (as hereinafter defined) (the "Expansion Commencement Date"), the Premises shall include the Original Premises and the Expansion Premises. For purposes hereof, "substantial completion," "substantially complete," and similar terms shall mean that all of the Expansion Premises Work is complete except for minor items of construction commonly known as "punch list" items (which shall be completed within seven (7) days following the date of substantial completion), and in a condition to permit Tenant to install its equipment, technology, furniture and otherwise prepare the Expansion Premises for its use and occupancy, and otherwise in a condition that does not materially interfere with Tenant's use and occupancy of the Premises. Effective as of the Expansion Commencement Date, any and all references to the Premises shall refer to the Original Premises as expanded by the Expansion Premises. Exhibit A to the Lease is hereby amended and replaced with the depiction of the Premises attached hereto as Exhibit A. If Landlord does not deliver the Expansion Premises with the Expansion Premises Work substantially complete by September 1, 2017 (the "Target Delivery Date"), the Expansion Commencement Date shall be postponed for every date beyond the Target Delivery Date. In addition, Tenant shall be entitled to a day-for-day rent abatement for each day of delivery beyond the Target Delivery Date through the date of substantial completion of the Expansion Premises Work. If the Expansion Premises Work is not substantially complete the rent abatement in the preceding sentence shall be increased to two days for each day of delivery beyond the Target Delivery Date.
3. Early Access to Expansion Premises. Beginning August 1, 2017, Tenant shall have the right to enter the Expansion Premises ("Early Access") for the installation of telephone and data cabling and furniture, and otherwise preparing the Expansion Premises for its occupancy provided such access does not unreasonably interfere with Landlord's completion of Landlord's work as set forth in Exhibit C attached hereto (collectively, the "Expansion Premises Work"). Landlord and Tenant will cooperate and coordinate such joint access to the Premises during Tenant's Early Access. Tenant shall not be required to pay any Rent during such Early Access.
4. Expansion Premises Work. Landlord, at its sole expense, shall perform, construct and install the Expansion Premises Work in accordance with the plans and specifications and scope of work set forth in Exhibit C to provide a turn-key build-out of the Expansion Premises. If Landlord elects to manage the construction of the Expansion Premises Work, Tenant shall have the right to oversee and supervise such construction and will have access to all vendors, contractors, suppliers and other contractors or subcontractors involved in performance of any of the Expansion Premises Work. Landlord shall perform and construct the Expansion Premises Work in accordance with and subject to all of the terms and conditions of the Lease with respect to construction, including without limitation, Section 3(b) of the Lease, in a good and workmanlike manner, using new materials, and in accordance with all applicable building codes and applicable law. So long as substantial completion of the Expansion Premises Work has occurred (and

East Park Office Center
750 East Park Drive
Lower Paxton Township, Dauphin County
Harrisburg, PA 17111
2nd Floor

EXHIBIT A
[Depiction of Expansion Premises]

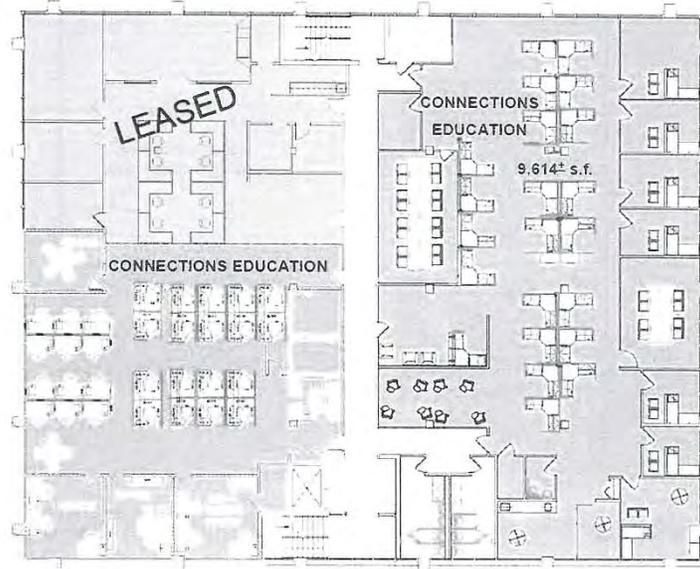


EXHIBIT B
Depiction of Premises
[ATTACHED HERETO]

East Park Office Center
750 East Park Drive
Lower Paxton Township, Dauphin County
Harrisburg, PA 17111
2nd Floor

EXHIBIT B
[Depiction of Premises]

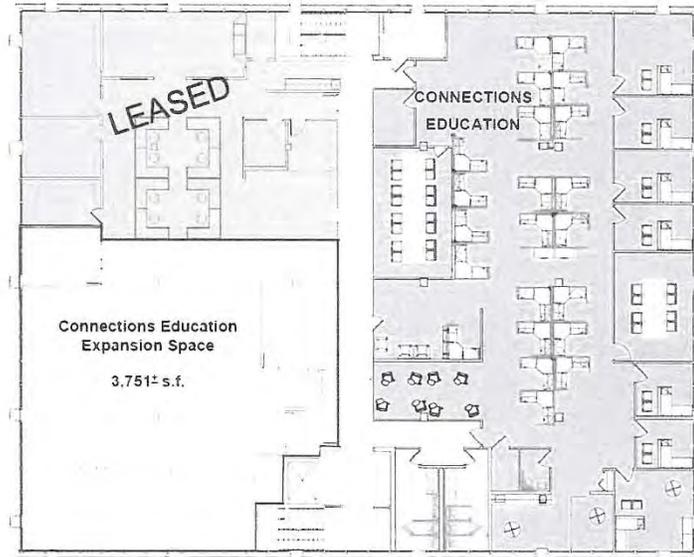


EXHIBIT C
Expansion Premises Work
[ATTACHED HERETO]

EXHIBIT ~~X~~ C



LANDLORD CONSTRUCTION SCOPE OF SERVICES

FOR

REACH Cyber Academy

7.13.2017
KMS | DG

Construction

1 of 1

img Revised 05/04/17

- a. **Demolition:** Remove sink and cabinet from existing Office. Repair and paint wall to match existing.
- b. **Door:** Provide locking hardware on doors.
- c. **Flooring:** Furnish and install new vinyl cove base and broadloom carpet throughout the office area.
- d. **Ceiling:** Replace and damaged or stained 2'x4' Acoustical Ceiling Tile in office to match existing.
- e. **Painting:** Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Window Frames, Door Frames and Doors. Paint should include 1 prime coat and 2 finish coats.
- a. **Electrical:**
 - i. Furnish and install power (120V) to desk – four outlets in accordance with local and state codes. Wall connection.
 - ii. Furnish and install three (3) data ports to reception desk.
 - iii. Electric/Data Cover Plates shall blend with wall color.
 - iv. General Power distribution by NEC Standards.
 - v. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with lenses.

Conference Room (Small Conference Room)

- a. **Door:** Provide locking hardware on door.
- b. **Flooring:** Furnish and install vinyl cove base and broadloom carpet throughout the Conference Rooms.
- c. **Ceiling:** Replace all damaged or stained 2'x4' acoustical ceiling tile in office to match existing. Furnish and install sound batt insulation above ceiling tile in office.
- d. **Painting:** Painting of all partitions and trim is included but not limited to the following items: Gypsum Wallboard Partitions, Window Frames, Door Frames and Doors. Paint should include 1 prime coat and 2 finish coats.
- b. **Electrical:**
 - i. Furnish and install power (120V) to designated computer station, monitor and to Conference Room Tables in center of room in accordance with local and state codes.
 - ii. Furnish and install power (120V) to Monitor located at 60" above finish floor.
 - iii. Electric/Data Cover Plates shall blend with wall color.
 - iv. General Power distribution by NEC Standards.
 - v. Furnish and install lay-in 2'x4' fluorescent light fixtures in ceiling with parabolic lenses.

Storage Room
Construction

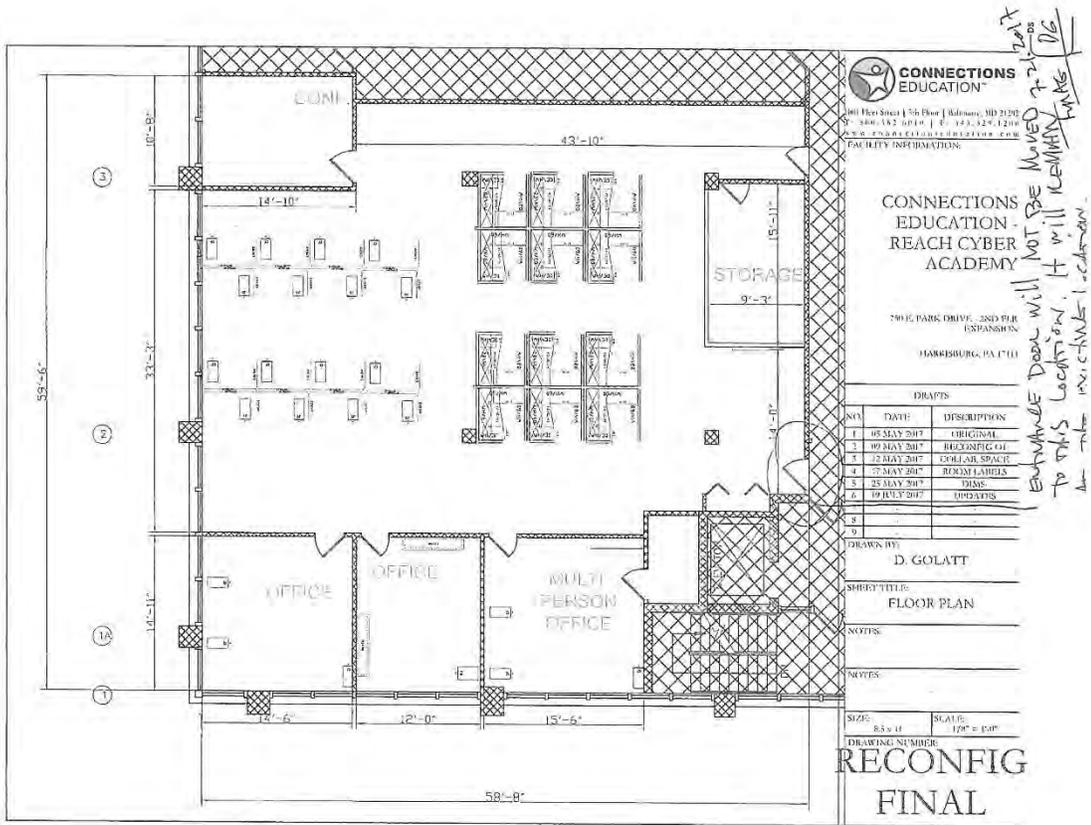


EXHIBIT D
Gross Rental Schedule
[ATTACHED HERETO]

DocuSign Envelope ID: 20E1982C-83B7-41C7-95F4-30D02079C843

EXHIBIT D
Gross Rental Schedule
BOYD & MAHONEY, by its general partner
4153 MANAGEMENT INC., GP
and
CONNECTIONS EDUCATION LLC
for
EAST PARK OFFICE CENTER
2ND FLOOR, SUITE 201
750 EAST PARK DRIVE
HARRISBURG, PENNSYLVANIA

Lease Year	GROSS RENT	
	Annually	Monthly
09/01/17 - 08/31/18	\$180,743.20	\$ 15,061.93
09/01/18 - 08/31/19	\$186,165.50	\$ 15,513.79
09/01/19 - 08/31/20	\$191,750.46	\$ 15,979.21
09/01/20 - 08/31/21	\$197,502.97	\$ 16,458.58
09/01/21 - 08/31/22	\$203,428.06	\$ 16,952.34

Term: Six (6) years

Square Feet 9,614
Rate \$18.80
Escalation: 3.0% per annum

LANDLORD
BOYD & MAHONEY, by its general partner
4153 MANAGEMENT INC., GP

BY SM
Initial

DATE 8 / 18 / 2017

TENANT
CONNECTIONS EDUCATION LLC

DocuSigned by:
BY David Taylor
Initial

DATE 8/15/2017

tbc 6/17

Reach Cyber Charter School Renewal Application

DocuSign Envelope ID: 20E1982C-89B7-41C7-95F4-30D02079C843

Amortization of Tenant Improvements and RE Commissions

Remaining Balance TI & Commissions from Original Lease	\$ 112,403.05
Expan Expansion Space TI & Re Commissions	\$ 92,322.30
Total amount	\$ 204,725.35
Annual interest rate	8.00%
Term remaining	5
Start date of Lease Amendment 1	9/1/2017

No.	Payment Date	Beginning Balance	Payment	Principal	Interest	Ending Balance
1	10/1/2017	\$ 204,725.35	\$ 4,151.09	\$2,786.26	\$ 1,364.84	\$ 201,939.09
2	11/1/2017	\$ 201,939.09	\$ 4,151.09	\$2,804.83	\$ 1,346.26	\$ 199,134.26
3	12/1/2017	\$ 199,134.26	\$ 4,151.09	\$2,823.53	\$ 1,327.56	\$ 196,310.73
4	1/1/2018	\$ 196,310.73	\$ 4,151.09	\$2,842.35	\$ 1,308.74	\$ 193,468.38
5	2/1/2018	\$ 193,468.38	\$ 4,151.09	\$2,861.30	\$ 1,289.79	\$ 190,607.08
6	3/1/2018	\$ 190,607.08	\$ 4,151.09	\$2,880.38	\$ 1,270.71	\$ 187,726.70
7	4/1/2018	\$ 187,726.70	\$ 4,151.09	\$2,899.58	\$ 1,251.51	\$ 184,827.12
8	5/1/2018	\$ 184,827.12	\$ 4,151.09	\$2,918.91	\$ 1,232.18	\$ 181,908.21
9	6/1/2018	\$ 181,908.21	\$ 4,151.09	\$2,938.37	\$ 1,212.72	\$ 178,969.84
10	7/1/2018	\$ 178,969.84	\$ 4,151.09	\$2,957.96	\$ 1,193.13	\$ 176,011.88
11	8/1/2018	\$ 176,011.88	\$ 4,151.09	\$2,977.68	\$ 1,173.41	\$ 173,034.20
12	9/1/2018	\$ 173,034.20	\$ 4,151.09	\$2,997.53	\$ 1,153.56	\$ 170,036.67
13	10/1/2018	\$ 170,036.67	\$ 4,151.09	\$3,017.51	\$ 1,133.58	\$ 167,019.15
14	11/1/2018	\$ 167,019.15	\$ 4,151.09	\$3,037.63	\$ 1,113.46	\$ 163,981.52
15	12/1/2018	\$ 163,981.52	\$ 4,151.09	\$3,057.88	\$ 1,093.21	\$ 160,923.64
16	1/1/2019	\$ 160,923.64	\$ 4,151.09	\$3,078.27	\$ 1,072.82	\$ 157,845.37
17	2/1/2019	\$ 157,845.37	\$ 4,151.09	\$3,098.79	\$ 1,052.30	\$ 154,746.58
18	3/1/2019	\$ 154,746.58	\$ 4,151.09	\$3,119.45	\$ 1,031.64	\$ 151,627.13
19	4/1/2019	\$ 151,627.13	\$ 4,151.09	\$3,140.24	\$ 1,010.85	\$ 148,486.89
20	5/1/2019	\$ 148,486.89	\$ 4,151.09	\$3,161.18	\$ 989.91	\$ 145,325.71
21	6/1/2019	\$ 145,325.71	\$ 4,151.09	\$3,182.25	\$ 968.84	\$ 142,143.46
22	7/1/2019	\$ 142,143.46	\$ 4,151.09	\$3,203.47	\$ 947.62	\$ 138,939.99
23	8/1/2019	\$ 138,939.99	\$ 4,151.09	\$3,224.83	\$ 926.27	\$ 135,715.16
24	9/1/2019	\$ 135,715.16	\$ 4,151.09	\$3,246.32	\$ 904.77	\$ 132,468.84
25	10/1/2019	\$ 132,468.84	\$ 4,151.09	\$3,267.97	\$ 883.13	\$ 129,200.87
26	11/1/2019	\$ 129,200.87	\$ 4,151.09	\$3,289.75	\$ 861.34	\$ 125,911.12
27	12/1/2019	\$ 125,911.12	\$ 4,151.09	\$3,311.68	\$ 839.41	\$ 122,599.43
28	1/1/2020	\$ 122,599.43	\$ 4,151.09	\$3,333.76	\$ 817.33	\$ 119,265.67
29	2/1/2020	\$ 119,265.67	\$ 4,151.09	\$3,355.99	\$ 795.10	\$ 115,909.68
30	3/1/2020	\$ 115,909.68	\$ 4,151.09	\$3,378.36	\$ 772.73	\$ 112,531.32
31	4/1/2020	\$ 112,531.32	\$ 4,151.09	\$3,400.88	\$ 750.21	\$ 109,130.44
32	5/1/2020	\$ 109,130.44	\$ 4,151.09	\$3,423.56	\$ 727.54	\$ 105,706.89
33	6/1/2020	\$ 105,706.89	\$ 4,151.09	\$3,446.38	\$ 704.71	\$ 102,260.51
34	7/1/2020	\$ 102,260.51	\$ 4,151.09	\$3,469.36	\$ 681.74	\$ 98,791.15
35	8/1/2020	\$ 98,791.15	\$ 4,151.09	\$3,492.48	\$ 658.61	\$ 95,298.67
36	9/1/2020	\$ 95,298.67	\$ 4,151.09	\$3,515.77	\$ 635.32	\$ 91,782.90
37	10/1/2020	\$ 91,782.90	\$ 4,151.09	\$3,539.21	\$ 611.89	\$ 88,243.69
38	11/1/2020	\$ 88,243.69	\$ 4,151.09	\$3,562.80	\$ 588.29	\$ 84,680.89
39	12/1/2020	\$ 84,680.89	\$ 4,151.09	\$3,586.55	\$ 564.54	\$ 81,094.34
40	1/1/2021	\$ 81,094.34	\$ 4,151.09	\$3,610.46	\$ 540.63	\$ 77,483.88
41	2/1/2021	\$ 77,483.88	\$ 4,151.09	\$3,634.53	\$ 516.56	\$ 73,849.34
42	3/1/2021	\$ 73,849.34	\$ 4,151.09	\$3,658.76	\$ 492.33	\$ 70,190.58
43	4/1/2021	\$ 70,190.58	\$ 4,151.09	\$3,683.15	\$ 467.94	\$ 66,507.43
44	5/1/2021	\$ 66,507.43	\$ 4,151.09	\$3,707.71	\$ 443.38	\$ 62,799.72
45	6/1/2021	\$ 62,799.72	\$ 4,151.09	\$3,732.43	\$ 418.66	\$ 59,067.29
46	7/1/2021	\$ 59,067.29	\$ 4,151.09	\$3,757.31	\$ 393.78	\$ 55,309.98
47	8/1/2021	\$ 55,309.98	\$ 4,151.09	\$3,782.36	\$ 368.73	\$ 51,527.62
48	9/1/2021	\$ 51,527.62	\$ 4,151.09	\$3,807.57	\$ 343.52	\$ 47,720.05
49	10/1/2021	\$ 47,720.05	\$ 4,151.09	\$3,832.96	\$ 318.13	\$ 43,887.09
50	11/1/2021	\$ 43,887.09	\$ 4,151.09	\$3,858.51	\$ 292.58	\$ 40,028.58
51	12/1/2021	\$ 40,028.58	\$ 4,151.09	\$3,884.23	\$ 266.86	\$ 36,144.34
52	1/1/2022	\$ 36,144.34	\$ 4,151.09	\$3,910.13	\$ 240.96	\$ 32,234.21
53	2/1/2022	\$ 32,234.21	\$ 4,151.09	\$3,936.20	\$ 214.89	\$ 28,298.02
54	3/1/2022	\$ 28,298.02	\$ 4,151.09	\$3,962.44	\$ 188.65	\$ 24,335.58
55	4/1/2022	\$ 24,335.58	\$ 4,151.09	\$3,988.85	\$ 162.24	\$ 20,346.72
56	5/1/2022	\$ 20,346.72	\$ 4,151.09	\$4,015.45	\$ 135.64	\$ 16,331.28
57	6/1/2022	\$ 16,331.28	\$ 4,151.09	\$4,042.22	\$ 108.88	\$ 12,289.06
58	7/1/2022	\$ 12,289.06	\$ 4,151.09	\$4,069.16	\$ 81.93	\$ 8,219.89
59	8/1/2022	\$ 8,219.89	\$ 4,151.09	\$4,096.29	\$ 54.80	\$ 4,123.60
60	9/1/2022	\$ 4,123.60	\$ 4,151.09	\$4,123.60	\$ 27.49	\$ 0.00

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APPENDIX B

RANDOM SAMPLE OF LESSON PLANS

This appendix includes the following Random Sample of Lesson Plans:

- Kindergarten Math
- 5th Grade Science
- Middle School Sample Lesson Plan (STEM)
- High School Lesson Plan (STEM)

KINDERGARTEN MATH

Kindergarten Math 3/22/18

C. Hitz/E. Bender/T. Ake/C.Poor

Lesson Plan

Assessments may occur at any time during the lesson and should be noted in the appropriate section of the lesson; supporting assessment or lesson documents may be attached as a separate page.

Learning Objective/Standards:	
Compare objects by length and height	CC.2.4.K.A.1
Problem solve by trying, checking, and revising	CC.2.4.K.A.1
Describe attributes of objects	CC.2.4.K.A.1

Link to Background Knowledge

Number recognition and counting skills.
Before, After, Yesterday, today, tomorrow,
attributes
compare
measuring
weight
length/height
volume/capacities

Engage and Explain

Warm Up:

1. Pick the special helper for the day using the Randomizer.
2. Sing the day of the week song. Have the special helper circle the day of the week. As a class, identify what day was yesterday and what day will tomorrow be.
3. Sing the months of the year song. Have the special helper say the date using the weekday, month, and date. The special helper writes in the number for the date today.
4. **Identify basic shapes (Circle, rectangle, square, triangle, and oval). Student can share objects that have the same shape.**
5. Display the color of the month. The color of the month is **green**. Did anyone bring in anything (color)? Allow students to share their objects over webcam. Record the objects on a list (optional).
6. Additional math practice items-based on curriculum/student review

Active Learning

Interactive Activities/Instruction that will lead to students meeting objectives and mastering standards, with duration:

1. Explain to students that we are going to start a new unit on Measurement. What does it mean to measure something? Elicit responses. To measure something is like asking HOW MUCH?
2. Ask the students to tell you different ways they can measure something. Fill in the students responses in a chart
3. Share that we will see 4 different ways to measure in this unit. We measure by comparing attributes. Use the chart to share how we can measure using attributes: length as long or short, height as tall or short, weight as heavy or light, and capacity as holds more or less.
4. Next, have the students sort the objects or draw lines to show which objects can be measured by attributes. Most of the items can be measured by more than one attribute. Make note to point this out if the students do not discover this on their own.

What will you do for students who have early success? Enrichment- Students who have knowledge of concepts will work independently in breakout rooms to practice skills.

What will you do for students who need additional support (special needs, ELL, or more time/practice)? Students needing additional support will work in small groups in breakout rooms to complete student practice activities.

Reflect/Next Step

How will students make connections and demonstrate mastery? ST practice pages

How will students know if they got it? How will teacher know if students got it? ST practice/breakout rooms

What is the real world application or career connection for this new learning? How does it connect to future learning?

ST are recognizing patterns that will further their abilities to add and subtract groups. Look at groups of objects and split it into 2 groups to show numbers.

Exit:

Encourage students to look around and think about the ways we measure things, or things they measure at home. We will talk about measuring length next time. Suggest that students have their cubes (math manipulatives from the curriculum set) available for use during this lesson.

5TH GRADE SCIENCE

Alicia Swope 5th Grade Science Lesson Plan

Assessments may occur at any time during the lesson and should be noted in the appropriate section of the lesson; supporting assessment or lesson documents may be attached as a separate page.

Learning Objective/Standards:
Practice using the text to recall information about a specific topic Describe how traits are passed from one generation to the next Explain dominant and recessive traits Identify inherited traits passed down within student's family

Link to Background Knowledge

What is the background knowledge that students need to meet the learning objective? May include pre-assessment or review of previous instruction.

<i>Students will use their books to review information/definitions of heredity. Students will identify what heredity looks like in both plants and humans.</i>
--

Engage and Explain

How will you engage students in the lesson during instruction to be successful in meeting the learning objective?

<i>Students will be asked if two black haired parents can have a ginger child. Then they will be shown a demonstration of dominant and recessive traits using Legos and lego people. Students will create a Punnett square using lego bricks to determine whether two black hair parents with ginger recessive traits can have a ginger child.</i>
--

Active Learning

How will students practice, apply, and demonstrate the new knowledge? How will interaction and collaborative inquiry occur?
Students will identify heredity and how it appears in plants and animals. Students will give examples from the text or personal knowledge of dominant traits. Students will then participate in an experiment involving commonly inherited traits. The teacher will provide a list of commonly inherited traits before class. During class, students will determine if they possess the traits by examining themselves. Teacher will encourage use of webcams for students to collaborate on determining who possess each trait. Students will compare what traits they inherited from their parents with their classmates.

What will you do for students who have early success?
Students will be provided feedback throughout the lesson on their understanding of the material. Students with early success identifying in inherited trait will be used as an example of other students.

What will you do for students who need additional support (special needs, ELL, or more time/practice)?
Students who struggle to identify their inherited traits will be given guidance. A chart for recording traits will be emailed to students before the lesson. Detailed directions on how to complete the entire assignment will be given. Students will be given time to ask questions regarding the completion of the assignment.

Reflect/Next Step

How will students make connections and demonstrate mastery?
How will students know if they got it? How will teacher know if students got it?
What is the real world application or career connection for this new learning? How does it connect to future learning?
Students will complete the first portion of the assignment together in class. They will complete the rest of the assignment outside of class and email it for submission when complete. Students will be provided a personal, real world connection of heredity by completing the assignment. They will be able to see which traits they inherited from their parents and how some of their families possess/don't possess the same traits. If they have siblings, they will be able to compare their inherited traits with their siblings as a real life example of a Punnett square. When they submit the complete assignment, they will be provided feedback on their efforts.

Here is the chart the students will receive via webmail before the lesson:

Name: _____

Trait	You	Mom	Dad	Sibling	Sibling	Other Relative
Do you have dimples? Yes or No						
Can you curl tongue? Yes or No						
Can you do the Vulcan hand sign? Yes or No						
Hair on mid digit of hand? Yes or No						

Right handed or Left handed? R or L						
Attached or Unattached earlobes? A or U						
Hitchhiker's or regular thumb? H or R						
Widow's peak or straight hairline? W or S						
Which thumb is on top? R or L						
Bent or straight little finger? B or S						

Short or Long second toe? S or L						
--	--	--	--	--	--	--

Conclusions:

Which traits do you think are dominant and which are recessive?

Which traits did you receive from each of your parents?

Do you have inherited traits that your siblings do not possess? Or vice versa?

MIDDLE SCHOOL SAMPLE LESSON PLAN

STEM Lesson Planner

Teacher(s): Andrew Gribbin (Science), Sarah Scholsbon (ELA), Greg Ziegler (Social Studies), David Tomassone (Math)

Name of Lesson/Grade(s)/Subject(s): 8th grade City Planning /Utopian Village / sustainability

Objective(s): What should students know, understand, or be able to do? (standards)

Math: Students will be able to make scale drawings of a city.

Standard - CC.2.1.HS.F.3

Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

http://futurecity.org/sites/default/files/resources/files/activity1_proportionsratiosscaledrawings.pdf

Science: Students will be able to understand the usefulness and drawbacks of renewable resources in a city.

Standard - 3.3.8.A2

Describe renewable and nonrenewable energy resources.

Social Studies: Students will be able to determine the supply and demand of available resources.

Standard - 6.1.8.A

Explain how limited **resources** and unlimited **wants** cause **scarcity**.

Standard - 6.2.8.E

Compare the state of the current economy with the economy in a different time or place.

Language Arts: Students will draft and present a mission statement for their city.

- Standard Area - CC.1.4:
- Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Anticipatory/Activate Learning (Hook): How will you (team) activate the inquisitive nature of the students?

Students will go to <https://www.carbonfootprint.com/> to calculate their carbon footprint.

Possible connection to Future City competition. <https://futurecity.org/resources>

Ted Talk: https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind

Assessment: How will students demonstrate mastery of the objective beyond a quiz or test? What authentic evidence (video, pictures, drawing, discussion, report, portfolio, project) will be used to communicate the results and determine points/credit earned? (not extra credit)

Math: Design a blueprint representing the city to scale given certain criteria (square footage, number of buildings, etc.) Include a list of conversions from actual building size to scale model size.

Science: Design on the blueprint where the resources would be located and how the resources would be transferred to locations across the city. A written explanation of the location they chose for their resources.

Social Studies: Provide a limited quantity of resources available to build the structures required. Design a structure within the city that will attract future residents using the required number of supplies. (Established upfront by all teachers)

Language Arts: Present a five paragraph essay including their mission statement for their community, introducing community as a whole, explaining the sustainable design of the community, explaining the sustainability of the structure they modeled, and their pitch for becoming a community member.

Learning Experience: What is the product? (materials list) What activities will take place to facilitate and meet the characteristics of an effective STEM lesson?

Graph paper (3 sheets)

Popsicle sticks (20)

Ruler (1)

Dowel rods (1)

Glue gun

Glue sticks

Straws (10)

Small pebbles (1 tsp.)

Balloons (2)

Must use two items that are not in the box in your design that enhances the functionality and sustainability of the structure.

HIGH SCHOOL SAMPLE LESSON PLAN

STEM Lesson Planner

Teacher(s):

Name of Lesson/Grade(s)/Subject(s): Tiny Houses - Grade 10 - US History/World Lit/Geometry/Chemistry

Objective(s):

- Understand the difficulties faced by settlers during westward expansion
- Apply knowledge of symbolism through the use of illustrations, emblems, and shapes to signify ideas and concepts, or characters
- Calculate the dimensions of the tiny house to scale
- Design and test of water filtration systems

Anticipatory/Activate Learning (Hook):

Show students a movie clip (eg., “Far and Away”) that sets the scenario for the moment when settlers are choosing their plot of land and deciding where and how to build their house, get safe drinking water, plant crops, shelter livestock, etc . Include pictures and artifacts (eg., tintypes).

Assessment: Each content area will have a specific rubric to define levels of proficiency. These are graded custom assessments (not extra credit).

- Hist: Keep a journal log on the Message Board at regular intervals that includes ongoing plans and reflection about successes and failures.
- Lit: Use of symbols in their tiny house design and execution
[Access Literature Rubric Here](#)
- Geom: Create a scale drawing of their tiny house and include actual dimensions of the full-size structure. [Access the Geometry rubric here.](#)
- Chem: Use the claim-evidence-reasoning format via picture or video to communicate their understanding of water filtration

Learning Experience: These are suggested materials. Use anything else you wish!

- Product:
 - Create a blueprint and a 3-D scale model of a tiny house based on era-appropriate, material-availability, and min/max-size parameters
 - Graph paper
 - Ruler
 - Drawing compass
 - Protractor
 - Pencils, markers
 - Cardboard
 - Scissors
 - Tape
 - Hot glue and hot glue gun
 - Craft sticks
 - Dowel rods
 - Create a model of a water filter that produces visibly clear water
 - Waterproof container (plastic cup, soda bottle, tin can, etc.)
 - Sand
 - Gravel
 - Coffee filters
 - Fabric
 - Dirt
 - Vegetable oil
 - Cotton balls
- Learning activities
 - US History:
 - Reading and responding via journal writing
 - Creating a plan for the journey and the build
 - Literature:
 - Reading any of the works within the 10th grade World Literature curriculum (especially Semester A) - most notably, Alice Munro's *Day of the Butterfly*.
 - Create drawings and explanations about the choices made that are culturally symbolic in the design of the tiny house (eg., gathering room is symbolic of the importance of family/friendships/relationships).
 - Symbols are listed and explained in context of the work being represented - symbol for characterization, ideas, concepts, etc.
 - Geometry
 - Create a scale drawing of the tiny house
 - Build a scale model of the tiny house

- Chemistry
 - Research the properties of water (eg., solubility, types of mixtures)
 - Design and build water filter
 - Analyze results based on claim-evidence-reasoning method

APPENDIX C

SCHOOL IMPROVEMENT PLAN

This appendix includes the following:

- School Improvement Plan

Reach Cyber CS Action Plans

Goal #1: The school will achieve a .90 ratio of school pass rates to statewide pass rates across all tested subject-grade levels on Pennsylvania state assessments.				
Strategies Increased Communication with Students High Quality Professional Development for Teachers PLCs - Professional Learning Communities				
Start	End	Implementation Step Title	Description	Responsible
9/1/2016	6/30/2018	Increased Communication with Students	Teachers will maintain consistent contact with students and Learning Coaches (parents) via WebMail, Phone calls, LiveLesson course sessions. Teachers will be available during pre-determined office hours for contacts from Learning Coaches and students.	teachers
9/1/2016	6/30/2018	High Quality Professional Development for Teachers - PLC Conference	Teachers and staff will complete Professional Learning Series training sessions provided by Connections Education throughout each school year, some of which are required within the first 30 days of the school year. In addition, staff may attend professional development to improve skills and increase knowledge in assistive technology, MTSS, RTI, PLCs, STEM improvement, federal programs management, etc. depending on needs identified throughout the school year.	all school staff
9/1/2016	6/30/2018	PLCs - Professional Learning Communities	Teachers participate in Professional Learning Communities (PLCs) per academic discipline. PLCs meet twice per month in their academic discipline PLCs and come together as a whole staff group once per month to discuss progress made toward school improvement goals through review of student achievement data and information detailing the level of engagement students have with their school work. PLCs review data, establish semester goals, and discuss students' needs and possible implications leading to identified areas of improvement. In addition, counselors facilitate data protocols at PLC meetings after standardized test results are received in order to ensure student success. PLCs monitor assessment data and make recommendations for intervention.	all staff
Goal #2: Subgroups w/ measurable #of stdts (11+) to reliably calculate performance gaps on state assessments & change over time will display a yearly reduction of at least 10% of the performance gap in the 1st yr the subgroup has measurable #of stdts. Subgroup gaps will be examined separately by subgroups & w/in tested subject areas (e.g., math) on state assessments.				
Strategies Response to Instruction and Intervention (RtII) Differentiated Instruction Using Student Achievement Data to Support Instructional Decision Making - Article Instructional Coaching				

Reach Cyber CS Action Plans

Start	End	Implementation Step Title	Description	Responsible
9/1/2016	6/30/2018	Response to Instruction and Intervention (RtII)	Data is used throughout the school year to implement, for all students, a Response to Intervention model. A teacher's Home Page in Connexus shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement). All efforts are made to meet each student's needs within the general education program.	teaching staff; counselors; school leader
9/1/2016	6/29/2018	Differentiated Instruction	Upon enrollment, each student develops a Personalized Learning Plan (PLP) The plan is developed collaboratively for each student by the staff with input from parents and the students. The plan guides the tailoring of both curriculum and instruction to meet that student's needs. Special attention is paid to meeting the needs of students with disabilities and English Language Learners (ELL), whose Personalized Learning Plans reflect necessary modifications and accommodations but who are otherwise fully integrated into the daily learning routines of the school. The plan is updated throughout the year as necessary, as student's strengths and weaknesses are discovered through formative assessments, state assessments, lesson completion, etc.	all school staff
9/1/2016	6/30/2018	PLCs - Professional Learning Communities	Teachers participate in Professional Learning Communities (PLCs) per academic discipline. PLCs meet twice per month in their academic discipline PLCs and come together as a whole staff group once per month to discuss progress made toward school improvement goals through review of student achievement data and information detailing the level of engagement students have with their school work. PLCs review data, establish semester goals, and discuss students' needs and possible implications leading to identified areas of improvement. In addition, counselors facilitate data protocols at PLC meetings after standardized test results are received in order to ensure student success. PLCs monitor assessment data and make recommendations for intervention.	all staff

Reach Cyber CS Action Plans

			Experienced teachers take on additional responsibilities on projects and initiatives at the school and provide supplemental training/guidance/mentoring to some of the less experienced staff. One of these lead staff will work specifically with other teachers on improving knowledge and increasing skills on meeting the needs of ELL students. Another will work directly with other staff on their specific coaching and PD for areas where they need improvement.;	
9/1/2016	6/30/2018	Instructional Coaching		Lead teachers
Goal #3: 71% of students enrolled for both pre- and post- test windows for school formative assessments will show growth from pre- to post- test or will indicate proficiency or better on post-test (ELA and math calculated separately and averaged)				
Strategies Increased Communication with Students Response to Instruction and Intervention (RtII)				
Start	End	Implementation Step Title	Description	Responsible
			Teachers will maintain consistent contact with students and Learning Coaches (parents) via WebMail, Phone calls, LiveLesson course sessions. Teachers will be available during pre-determined office hours for contacts from Learning Coaches and students. In addition, staff will promote completion of formative assessments through LiveLessons, phone calls, WebMails and face-to-face interactions with students and Learning Coaches.	
9/1/2016	6/30/2018	Increased Communication with Students		all school staff
			Data is used throughout the school year to implement, for all students, a Response to Intervention model. A teacher's Home Page in Connexus shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement). All efforts are made to meet each student's needs within the general education program.	
9/1/2016	6/30/2018	Response to Instruction and Intervention (RtII)		all staff
Goal #4: 80% of full academic year students will promote to the next grade (K-8) assessed as of the end of the school yr compared w/beginning of school year. FAY stdts defined as a stdt enrolled by Oct 1st of given school year and remaining enrolled through end of academic year				
Strategies Dropout Prevention Expansion Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys				

Reach Cyber CS Action Plans

Response to Instruction and Intervention (RTII) High Quality Professional Development for Teachers				
Start	End	Implementation Step Title	Description	Responsible
9/1/2016	6/30/2018	Parent Engagement	To support a significant role of parents in a student's cyber education, the school will provide avenues of communication with parents including a newsletter and website, and will provide training for parents including the Learning Coach Instructional Support Team offering several supports for Learning Coaches including Learning Coach Central, Learning Coach Link Newsletter, National Learning Coach Resource Sessions, and Parent-to-Parent orientations. The school will also explore additional face-to-face opportunities throughout the state.	all staff
9/1/2016	6/30/2018	Scheduling Needs	Counselors will contact student and caretaker to discuss options for addressing deficit and work to reschedule students who need to retake or repeat failed course and/or assure that pacing option allows student to address deficiency to make sure they have the greatest chance for success.	counselors
9/1/2016	6/29/2018	Response to Instruction and Intervention (RTII)	Data is used throughout the school year to implement, for all students, a Response to Intervention model. A teacher's Home Page in Connexus shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement). All efforts are made to meet each student's needs within the general education program.	all staff
9/1/2016	6/30/2018	High Quality Professional Development for Teachers	Teachers and staff will complete Professional Learning Series training sessions provided by Connections Education throughout each school year, some of which are required within the first 30 days of the school year. In addition, staff may attend professional development to improve skills and increase knowledge in assistive technology, MTSS, RTI, PLCs, STEM improvement, federal programs management, etc. depending on needs identified throughout the school year.	all staff

Reach Cyber CS Action Plans

7/1/2017	6/30/2018	MTSS Academic Implementers' Forum	5 staff will attend the PDE 2017 MTSS Academic Implementer's Forum to engage in meaningful professional learning sessions across ALL disciplines, including STEM, to gain deepc ontent, move forward with sound implementation across tiers, and expand continuum of data-based decicion-making and evidence-based practices to improve student achievement. Staff will share insights learned with other staff and implement strategies.	5 staff attending session
Goal #5: The school will have a 70% during school year retention rate as measured by percent of students remaining enrolled at the end of the school year compared to total enrollment (equal to 1 minus the DSY withdrawal rate reported in June 30 Monthly School Report {MSR})				
Strategies Increased Communication with Students Top 5 Reasons Schools Need to Engage Parents Dropout Prevention Expansion				
Start	End	Implementation Step Title	Description	Responsible
9/1/2016	6/30/2018	Increased Communication with Students	Teachers will maintain consistent contact with students and Learning Coaches (parents) via WebMail, Phone calls, LiveLesson course sessions. Teachers will be available during pre-determined office hours for contacts from Learning Coaches and students.	all staff
9/1/2016	6/30/2018	Parent Engagement	To support a significant role of parents in a student's cyber education, the school will provide avenues of communication with parents including a newsletter and website, and will provide training for parents including the Learning Coach Instructional Support Team offering several supports for Learning Coaches including Learning Coach Central, Learning Coach Link Newsletter, National Learning Coach Resource Sessions, and Parent-to-Parent orientations. The school will also explore additional face-to-face opportunities throughout the state.	all staff

Reach Cyber CS Action Plans

7/1/2017	6/30/2018	Dropout Prevention Professional Development	The school's attendance coordinator will attend the International Association of Truancy and Dropout prevention conference to improve skills and increase knowledge in connecting for change and focusing on engaging students. This staff person will share lessons learned with all staff to develop a plan to improve teaching and student learning and achievement and to prevent dropouts and help students maintain stability in their learning environment.	Attendance coordinator
Goal #6: Reach will have an average of 80% positive responses on 21 parent satisfaction survey questions that are most directly affected by the school. Strategies Top 5 Reasons Schools Need to Engage Parents Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys				
Start	End	Implementation Step Title	Description	Responsible
9/1/2016	6/30/2018	Parent Engagement	To support a significant role of parents in a student's cyber education, the school will provide avenues of communication with parents including a newsletter and website, and will provide training for parents including the Learning Coach Instructional Support Team offering several supports for Learning Coaches including Learning Coach Central, Learning Coach Link Newsletter, National Learning Coach Resource Sessions, and Parent-to-Parent orientations. The school will also explore additional face-to-face opportunities throughout the state.	all staff

APPENDIX D HOURS WORKED

This appendix includes the following:

- Hours worked spreadsheet for question II.A.6*

* Connections only tracks hours worked for hourly employees, however a breakdown of PTO requests and balances for salaried employees is provided as a supplemental spreadsheet with the information regarding hours worked in this appendix.

Reach Hourly EE PTO Balances

Employee Name (Last Suffix, First MI)	Accrual	Accrual Option	Allowed Current Balance	Available Balance	Taken Current Balance
Haverl, Elisabeth A.	Float Holiday1	Float Holiday	16.0000	8.0000	8.0000
	Personal Days	Personal	8.0000	0.0000	8.0000
	Sick	12Mo Admin Sick	54.0000	6.0000	48.0000
	Vacation1	Vacation	80.0000	63.0000	17.0000
Titzel, Christine N.	Float Holiday1	Float Holiday	16.0000	0.0000	16.0000
	Personal Days	Personal	8.0000	0.0000	8.0000
	Sick	12Mo Admin Sick	80.0000	72.0000	8.0000
	Vacation1	Vacation	80.0000	72.0000	8.0000
Webb, Judith E.	Float Holiday1	Float Holiday	16.0000	0.0000	16.0000
	Personal Days	Personal	8.0000	8.0000	0.0000
	Sick	12Mo Admin Sick	56.0000	52.0000	4.0000
	Vacation1	Vacation	80.0000	40.0000	40.0000
Spofford, Kristin N.	Float Holiday1	Float Holiday	16.0000	0.0000	16.0000
	Personal Days	Personal	8.0000	8.0000	0.0000
	Sick	12Mo Admin Sick	48.0000	22.0000	26.0000
	Vacation1	Vacation	80.0000	80.0000	0.0000
Kinney, Hillary S.	Float Holiday1	Float Holiday	16.0000	16.0000	0.0000
	Personal Days	Personal	8.0000	8.0000	0.0000
	Sick	12Mo Admin Sick	48.0000	24.0000	24.0000
	Vacation1	Vacation	80.0000	80.0000	0.0000
Melendez, Enid Z.	Float Holiday1	Float Holiday	16.0000	16.0000	0.0000
	Personal Days	Personal	8.0000	4.0000	4.0000
	Sick	12Mo Admin Sick	48.0000	28.0000	20.0000
	Vacation1	Vacation	80.0000	80.0000	0.0000
Perez, Ana K.	Float Holiday1	Float Holiday	16.0000	16.0000	0.0000
	Personal Days	Personal	8.0000	8.0000	0.0000
	Sick	12Mo Admin Sick	48.0000	28.0000	20.0000
	Vacation1	Vacation	80.0000	44.0000	36.0000
Kauffman, Holly S.	Float Holiday1	Float Holiday	16.0000	16.0000	0.0000
	Personal Days	Personal	8.0000	8.0000	0.0000
	Sick	12Mo Admin Sick	40.0000	40.0000	0.0000
	Vacation1	Vacation	40.0000	40.0000	0.0000
Stevens, Abigail F.	Float Holiday1	Float Holiday	16.0000	16.0000	0.0000
	Personal Days	Personal	8.0000	4.0000	4.0000
	Sick	12Mo Admin Sick	40.0000	40.0000	0.0000
	Vacation1	Vacation	40.0000	0.0000	40.0000
Villafane, Tiayra L.	Float Holiday1	Float Holiday	0.0000	0.0000	0.0000
	Personal Days	Personal	0.0000	0.0000	0.0000
	Sick	12Mo Admin Sick	24.0000	24.0000	0.0000
	Vacation1	Vacation	40.0000	32.0000	8.0000

Reach Hourly EE Hours Worked

Employee Number	Employee Name (Last Suffix, First MI)	Hours Worked- Year to Date
006472	Haverl, Elisabeth A.	768
006492	Titzel, Christine N.	776
007322	Webb, Judith E.	772
007344	Spofford, Kristin N.	704
007543	Kinney, Hillary S.	768
007545	Melendez, Enid Z.	764
007546	Perez, Ana K.	768.5
007696	Kauffman, Holly S.	368
007724	Stevens, Abigail F.	304
007767	Villafane, Tiayra L.	120

Reach Salaried EE PTO Balances

Department	Position Type	Bereavement	Comp Time	Floating Holiday	Jury Duty	Personal	Sick	Vacation	Starting Floating Holiday Balance	Starting Personal Balance	Starting Sick Balance	Starting Vacation Balance
CA- Reach Cyber Teachers	School 10-month	16	28	0	0	0	32	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	16	12	0	0	0	20	0	0	48	40	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	44	0	0	80	64	0
CA- Reach Cyber Teachers	School 10-month	8	0	0	0	4	48	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	24	0	0	0	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	34	0	0	64	64	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	0	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	36	0	0	0	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	0	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	32	0	0	48	32	0
CA- Reach Cyber Teachers	School 10-month	0	36	0	0	0	24	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	0	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	24	16	0
CA- Reach Cyber Admin	School 12-month	0	0	0	0	0	32	40	16	8	52	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	4	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	28	24	0	0	48	32	0
CA- Reach Cyber Teachers	School 10-month	0	2	0	0	4	14	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	4	0	0	0	16	0	0	16	32	0

Reach Cyber Charter School Renewal Application

Department	Position Type	Bereavement	Comp Time	Floating Holiday	Jury Duty	Personal	Sick	Vacation	Starting Floating Holiday Balance	Starting Personal Balance	Starting Sick Balance	Starting Vacation Balance
CA- Reach Cyber Teachers	School 10-month	0	4	0	0	0	24	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	0	0	12	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	40	0	0	0	52	0	0	48	52	0
CA- Reach Cyber Admin	School 12-month	0	24	16	0	4	76	44	16	8	80	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	24	0	0	0	24	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	36	16	0	0	0	40	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	0	0	0	0	0	16	32	0
CA- Reach Cyber Admin	School 12-month	0	0	0	0	4	46	32	16	8	72	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	4	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	36	60	0	0	48	64	0
CA- Reach Cyber Teachers	School 10-month	24	12	0	0	28	12	0	0	64	48	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	2	0	0	4	24	0	0	16	32	0
CA- Reach Cyber Admin	School 12-month	0	0	16	0	8	40	64	16	8	64	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	4	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	20	36	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	32	0	0	0	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	6	0	0	0	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	0	32	0	0	48	64	0

Reach Cyber Charter School Renewal Application

Department	Position Type	Bereavement	Comp Time	Floating Holiday	Jury Duty	Personal	Sick	Vacation	Starting Floating Holiday Balance	Starting Personal Balance	Starting Sick Balance	Starting Vacation Balance
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	0	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	5	0	0	12	24	0	0	16	32	0
CA- Reach Cyber Admin	School 12-month	0	0	16	0	0	60	112	16	8	80	136
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	28	0	0	0	40	0	0	48	48	0
CA- Reach Cyber Admin	School 12-month	0	0	8	0	8	44	0	16	8	48	80
CA- Reach Cyber Teachers	School 10-month	0	26	0	0	0	40	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	40	0	0	80	56	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	24	32	0	0	96	40	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	0	8	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	0	8	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	32	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	4	0	0	0	8	28	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	24	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	8	0	0	0	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	16	0	2	40	4	16	8	40	40
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	28	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	0	0	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	8	0	0	0	16	0	0	8	16	0

Reach Cyber Charter School Renewal Application

Department	Position Type	Bereavement	Comp Time	Floating Holiday	Jury Duty	Personal	Sick	Vacation	Starting Floating Holiday Balance	Starting Personal Balance	Starting Sick Balance	Starting Vacation Balance
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	0	0	0	0	0	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	24	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	0	0	0	0	0	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	32	64	0	0	96	64	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	0	0	32	0	0	96	52	0
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	8	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	12	0	0	0	0	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	8	0	0	0	0	4	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	36	0	0	8	24	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	8	0	0	4	22	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	4	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	0	28	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	4	0	0	0	28	0	0	16	32	0
CA- Reach Cyber Teachers	School 12-month	0	8	16	0	6	16	4	16	8	56	80
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	2	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	34	0	0	48	48	0

Reach Cyber Charter School Renewal Application

Department	Position Type	Bereavement	Comp Time	Floating Holiday	Jury Duty	Personal	Sick	Vacation	Starting Floating Holiday Balance	Starting Personal Balance	Starting Sick Balance	Starting Vacation Balance
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	24	0	0	16	32	0
CA- Reach Cyber Admin	School 12-month	0	0	0	0	0	64	80	16	8	64	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	48	32	0
CA- Reach Cyber Teachers	School 10-month	0	24	0	0	0	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	16	8	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	8	8	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	12	12	0	0	0	0	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	40	0	0	48	56	0
CA- Reach Cyber Admin	School 12-month	0	0	16	0	8	56	56	16	8	56	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	32	0	0	80	48	0
CA- Reach Cyber Teachers	School 10-month	0	8	0	0	8	0	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	24	0	0	0	16	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	24	0	0	0	13	0	0	48	45	0
CA- Reach Cyber Teachers	School 10-month	4	0	0	0	0	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	0	0	26	0	0	48	50	0
CA- Reach Cyber Teachers	School 10-month	0	28	0	0	8	32	0	0	48	44	0

Reach Cyber Charter School Renewal Application

Department	Position Type	Bereavement	Comp Time	Floating Holiday	Jury Duty	Personal	Sick	Vacation	Starting Floating Holiday Balance	Starting Personal Balance	Starting Sick Balance	Starting Vacation Balance
CA- Reach Cyber Teachers	School 10-month	0	28	0	0	0	32	0	0	16	32	0
CA- Reach Cyber Admin	School 12-month	0	0	16	0	8	36	16	16	8	64	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	8	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	24	0	0	8	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	24	0	0	64	48	0
CA- Reach Cyber Teachers	School 10-month	0	12	0	0	38	48	0	0	48	48	0
CA- Reach Cyber Admin	School 12-month	0	0	16	0	8	32	40	16	8	40	40
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	24	36	0	0	48	48	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	0	0	8	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	12	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	10	0	0	8	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	22	0	0	48	46	0
CA- Reach Cyber Teachers	School 10-month	0	8	0	0	0	4	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	2	0	0	0	28	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	0	16	0	0	8	16	0

Reach Cyber Charter School Renewal Application

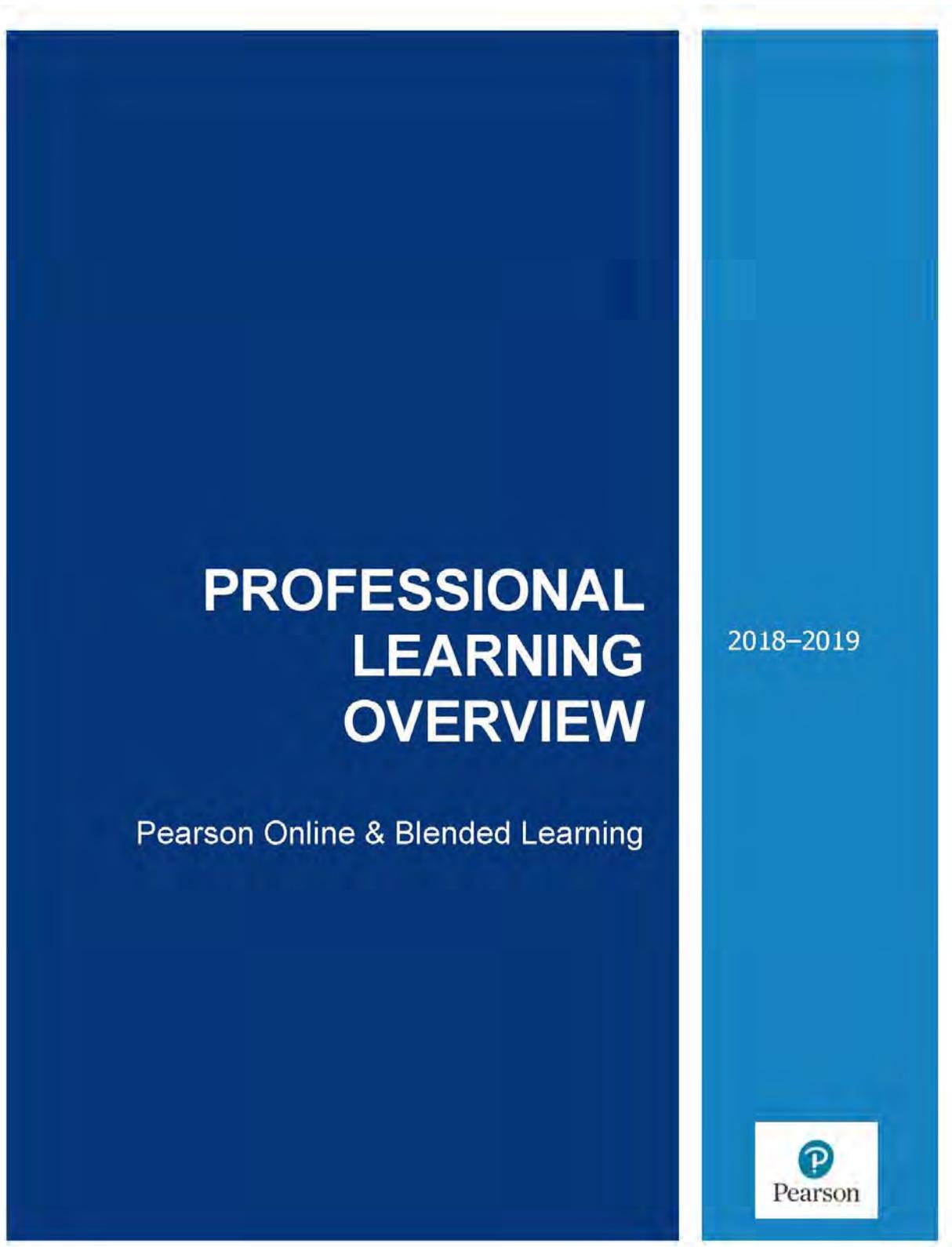
Department	Position Type	Bereavement	Comp Time	Floating Holiday	Jury Duty	Personal	Sick	Vacation	Starting Floating Holiday Balance	Starting Personal Balance	Starting Sick Balance	Starting Vacation Balance
CA- Reach Cyber Admin	School 12-month	0	0	0	0	0	64	40	16	8	64	80
CA- Reach Cyber Admin	School 12-month	0	32	16	0	8	72	80	16	8	80	80
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	16	0	0	8	16	0
CA- Reach Cyber Admin	School 12-month	0	0	16	0	8	40	40	16	8	40	40
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	4	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	16	0	0	8	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	8	0	0	0	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	16	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	8	16	0	0	8	16	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	16	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	16	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	16	32	0	0	16	32	0
CA- Reach Cyber Teachers	School 10-month	0	0	0	0	48	64	0	0	48	64	0

APPENDIX E

PROFESSIONAL LEARNING OVERVIEW

This appendix includes the following:

- 2018-19 Professional Learning Overview



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Professional Learning at Pearson Online & Blended Learning

An Overview of Professional Learning

Research on effective professional development indicates that professional learning must be 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 learning, 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.

Pearson Online & Blended Learning provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our *Core Standards for Facilitating Student Learning*, align to the school year cycle, and are driven by our belief that all students can and must learn. During the 2018– 2019 school year, each level of the comprehensive and systematic professional learning model focuses on a monthly theme, as described below.

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

First year teachers and new school staff at existing schools participate in our Professional Learning (PL) 100 series which 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 Common Core State Standards, updated state standards, and next generation assessments, as well as to prepare

students for college and career success in our globally competitive world. Teachers at new schools will join the Professional Learning series during their second year.

Teachers and school-based staff who have completed the PL 100 series participate in our Professional Learning (PL) 200 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.

Professional Learning (PL) 300 is for teachers and school-based staff who have completed PL 100 and PL 200 (and PL 300 when applicable). The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area and grade band groups to discuss strategies for supporting the whole child. PL 300 offers a combination of required and optional sessions for participants.

Furthermore, the Math, We've Got This! PL series are designed for new and returning math teachers. There are three Math, We've Got This! PL series offered to teachers: Elementary, Part 1: Creating a Culture for Math Practices and Mindset, Elementary, Part 2: Building Conceptual Understanding in Math, and Secondary: Fostering Effective Mathematical Practices for Secondary Students. During these seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modelled and practiced. Teachers may choose to participate in these series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

In addition to these required professional learning sessions, a number of "optional" professional learning sessions are offered. These sessions are available to all teachers and employees who seek to expand their professional knowledge. Each topic is designed for specific content area teachers and grade level teams and includes strategies for effectively and actively engaging students in the learning process.

Professional Learning Invitations and Schedule

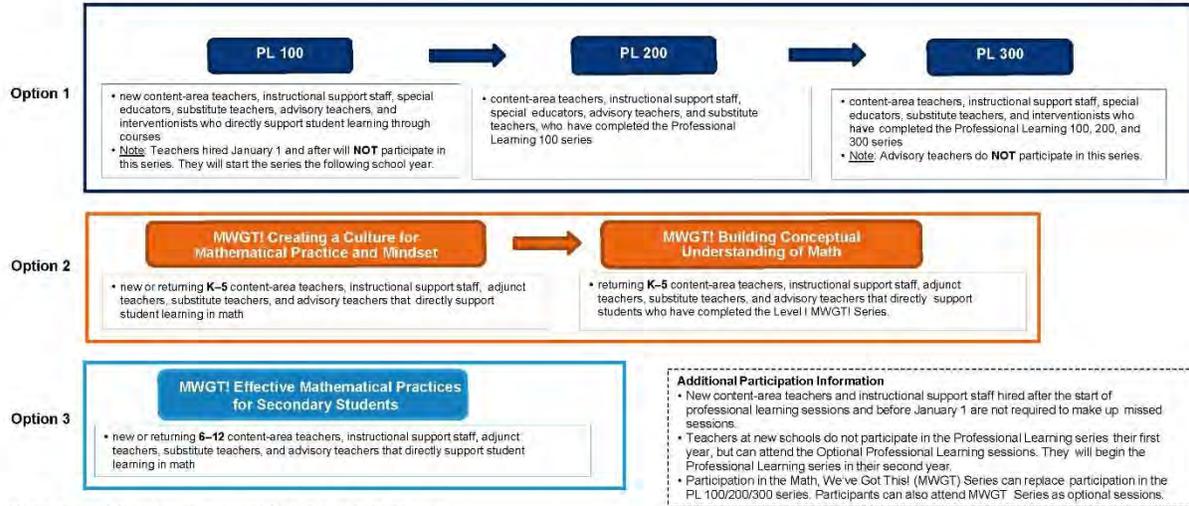
Invitations will be sent at the beginning of the school year to all participants in each of the Professional Learning series. A majority of the sessions are offered more than once. Participants are encouraged to select the date and time of the session that fits best within their schedule.

Any questions about the Professional Learning series contact the School Support Help Desk by calling 855-330-4636 and press 3.



Professional Learning Participation for 2018–2019

The chart below shows the participation options for each series of professional learning.



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	New Content-Area Teachers, Instructional Support Staff, Special Educators, Advisory teachers, and Interventionists who directly support student learning	Returning Content-Area Teachers, Instructional Support Staff, Special Educators, Advisory teachers, and Interventionists who completed PL 100 Series	Returning Content-Area Teachers, Instructional Support Staff, Special Educators, and Interventionists who completed PL 100, PL 200, and PL 300 Series	Adjunct and Substitute Teachers (may vary based on role at their school)	Corporate Employees	New Teachers at New Schools
Professional Learning 100 Series	✓			✓	✓*	
Professional Learning 200 Series		✓		✓	✓*	
Professional Learning 300 Series			✓	✓	✓*	
MWGT! Creating a Culture for Mathematical Practice and Mindset	✓* (K–5)	✓* (K–5)	✓* (K–5)	✓	✓*	
MWGT! Building Conceptual Understanding of Math		✓* (K–5 and completed Level I MWGT! Series)	✓* (K–5 and completed Level I MWGT! Series)	✓	✓*	
MWGT! Effective Mathematical Practices for Secondary Students	✓* (6–12)	✓* (6–12)	✓* (6–12)	✓	✓*	
Optional Professional Learning Series	✓*	✓*	✓*	✓*	✓*	✓*

✓-required ✓*-optional

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Professional Learning 100 Series

What is the Professional Learning 100 Series?

The Professional Learning 100 series supports new, school-based staff as they become effective facilitators of online and blended 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 Common Core State Standards, updated state 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.

The Professional Learning 100 series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

Participants in the Professional Learning 100 series are:

- New content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools.
- Adjunct teachers and Counselors do **NOT** participate in this series.
- Note: Content-area teachers and instructional support staff hired after January 1 are **NOT** required to participate in this series. They will start the series the following school year.

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

What is the Professional Learning 200 Series?

The Professional Learning 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 instruction, 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 200 series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

Participants in the Professional Learning 200 series are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that have completed the PL 100 Series and directly support student learning through courses.
- Adjunct teachers and Counselors do **NOT** participate in this series.

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, possess 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: Personalize and Monitor Student Learning and 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, Provide Timely, Goal-Referenced, and Actionable Feedback, 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

What is the Professional Learning 300 Series?

The Professional Learning 300 series supports school-based staff who have completed the Professional Learning 100 and 200 series (and PL 300 when applicable) in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss strategies for supporting the whole child. 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.

The Professional Learning 300 series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

Participants in the Professional Learning 300 series are:

- Content-area teachers, instructional support staff, and substitute teachers who have completed the Professional Learning 100, 200, and 300 series.
- Advisory teachers at some school locations participate.
- Adjunct teachers and school counselors do **NOT** participate in this series.
- Participants in the PL 300 series participate in grade-level and content-area groups.

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

September: Why Do We Do That? (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 (300+): Shifting the Focus

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 (required): One Diverse Virtual Environment

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

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

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

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 (300+): Working Together When Working Alone

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

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 (300+): My Brain Made Me Do It!

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.



Creating a Culture for Math Practice and Mindset

What is the Math, We've Got This! Creating a Culture for Math Practice and Mindset Series?

Math, We've Got This! Creating a Culture for Math Practice and Mindset is a professional learning series designed for new and returning K–5 teachers at established schools. During this seven-session series, participants 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.

The Creating a Culture for Math Practice and Mindset Series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Math, We've Got This! ePortfolio Data View.

Participants in the Creating a Culture for Math Practice and Mindset Series are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools.

September: MWGT! Creating a Culture for Math Practice and Mindset Series 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 who can use numbers flexibly tend to be more successful. In this session, participants will investigate why a developed number sense is important and how to help students acquire a better sense of numbers.

November: Put the Calculators Down: Using Discourse to Deepen Understanding

How comfortable are your students when talking about math? When students participate in discourse, it helps increase their conceptual understanding, allowing them to make concrete connections to their learning. In this session, participants will discuss strategies for promoting discourse.

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,

participants will break down the formal algorithms and investigate alternative strategies for teaching addition and subtraction.

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

What is the Math, We've Got This! Building Conceptual Understanding in Math Series?

Math, We've Got This! Building Conceptual Understanding in Math is a professional learning series designed for returning K–5 teachers at established schools, who participated in the Math, We've Got This! Series during the 2017–2018 school year. During this seven-session series, participants will dive deeply into topics such as place value, decimals, fractions, and geometry.

The Building Conceptual Understanding in Math is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Math, We've Got This! ePortfolio Data View.

Participants in the Building Conceptual Understanding in Math are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools and completed the Math, We've Got This! PL Series during the 2016–2017 school year.

September: MWGT! Building Conceptual Understanding in Math Series 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

What is the Math, We've Got This! Fostering Effective Mathematical Practices for Secondary Students Series?

Math, We've Got This! Fostering Effective Mathematical Practices for Secondary Students is a professional learning series designed for returning teachers who teach grades 6–12 at established schools. During this seven-session series, participants will dive deeply into topics that are unique to teachers of secondary math such as: algebra readiness, using error analysis to deepen understanding, and improving discourse.

The Fostering Effective Mathematical Practices for Secondary Students Series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Math, We've Got This! ePortfolio Data View.

Participants in the Fostering Effective Mathematical Practices for Secondary Students Series are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools.

September: MWGT! Fostering Effective Mathematical Practices for Secondary Students Series 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

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 problem-solving strategies prepare students for future success? Students are able to effectively connect to their learning when they participate in purposeful discourse. In this session, participants will explore discourse strategies that promote math discussion, including talk moves and the planning of relevant, meaningful questions 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 Series

What is the Optional Professional Learning Series?

The Optional Professional Learning Sessions are for all Pearson Online & Blended Learning employees who are looking to expand their professional knowledge. They are not required sessions, and do not have Pre- or Post-Session Activities. 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.

Exceptional Student Support: Multi-Part Series

Introduction to Gifted Education

Target Audience: 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 programming, have not attained formal gifted certification, or are in need of a review on the fundamentals of gifted education.

Exceptional Student Support: Standalone Sessions

Making Appropriate and Legal Curriculum Modifications for Students with IEPs

Target Audience: 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.

Truancy and the Withdrawal Process for Students in Special Populations

Target Audience: 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.

STEM Support: Multi-Part Series

Creating a Culture for Math Practices and Mindset

Target Audience: K–5 teachers

This series focuses on developing strategies for facilitating discourse in math lessons, helping students acquire the number sense necessary to fluently move 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

Target Audience: K–5 teachers

This series focuses on developing strategies for going deeper with foundational skills such as place value, decimals, fractions, geometry and measurement.

Fostering Effective Mathematical Practices for Secondary Students

Target Audience: 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.

STEM Support: Standalone

Bringing Science to Life!

Target Audience: 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!

Advancing Your Online Instructional Practices: Standalone Sessions

Adobe® Connect™ Layouts: Working Smarter

Target Audience: 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

Target Audience: 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

Target Audience: 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

Target Audience: 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

Target Audience: 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.

Multitiered Instructional Support

RTI: Some Assembly Required

Target Audience: 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.

Developing Student Connections

The Impact of Strong Teacher/Student Relationships

Target Audience: 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

Target Audience: 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.

APPENDIX F

FINANCIAL STATEMENTS

This appendix includes the following:

- Most Recent Financial Statements (2017-18)

**Reach Cyber Charter School
Revenue and Expense Statement Fiscal Year 2018
Period Ended April 30, 2018**

	YTD Actual
<u>Revenue</u>	
Regular Ed Funding	15,219,383.12
Special Ed Funding	6,573,559.08
Subtotal	21,792,942.20
Title I	39,884.40
Title II-A	6,773.88
Title VI - IDEA B	-
Title IV	2,000.01
E-Rate	-
Interest Income	190.64
Miscellaneous Income	88.97
Subtotal	48,937.90
Total Revenue	21,841,880.10
 <u>Compensation Expense</u>	
Salaries - Administration	767,021.35
Benefits - Administration	165,125.70
Pension - Administration	37,198.15
Taxes - Administration	60,137.74
Subtotal Administration	1,029,482.93
Salaries - Teachers	2,895,806.63
Benefits - Teachers	643,793.47
Pension - Teachers	135,089.55
Taxes - Teachers	270,329.90
Subtotal Instructional Staff	3,945,019.54
Total Compensation Expense	4,974,502.48
 <u>Connections Products and Services</u>	
Curriculum and Instructional Support Services	2,648,107.10
Student Connexus License	1,045,100.00
Student Technology Assistance Services	1,606,196.68
Enrollment/Placement/Student Support Services	1,321,508.75
School Operations Support Services	1,042,962.00
School Business Support Services	166,368.00
Special Ed Oversight	1,064,625.00
Professional Development Services	108,250.00
School Staff Support Services/Human Resources Support	411,350.00
Facilities Support Services	19,444.43
Short Term Substitute Teachers	11,250.00
Direct Course Instruction Support	73,479.78
Total Connections Products and Services Fees	9,518,641.74

Reach Cyber Charter School
Revenue and Expense Statement Fiscal Year 2018
Period Ended April 30, 2018

	YTD Actual
<u>Pass-Through Expenses</u>	
Office Supplies	23,506.26
Copiers/Reproduction	4,749.81
Office Postage	5,705.59
Student Testing & Assessment	49,753.66
Staff Recruiting/Background Checks	6,434.26
Staff Training/Prof. Dvlpmnt.	44,523.13
Travel and Conferences	22,599.53
Maintenance & Repair	8,398.70
High Speed Internet	6,167.66
Telephone	313.69
Office Rent (including utilities)	144,474.16
Expensed Equipment	936.34
Expenses Pending Allocation	47,547.22
Student Technology Support Stipend	348,703.03
Special Education Direct Services	450,871.69
STEM Programmatic Expenses	42,363.98
Extracurricular Activities	3,117.10
Team building	46.36
Total Pass-Through Expenses	1,210,212.17
<u>Other School Expenses</u>	
Banking fees	2,117.50
External Audit	15,000.00
Dues	7,255.65
D&O Insurance	2,269.00
Legal Services	1,362.67
Board Related Expense	3,877.98
Student Activities	2,827.85
Other School Expense	367.59
Accounting Services	132,026.20
Total Other School Expenses	167,104.44
Total Program Expenses Before Capital Outlay	15,870,460.83
Capital Outlay	142,317.88
Total Program Expenses Including Capital Outlay	16,012,778.71
Net Increase (Decrease)	5,829,101.39
Beginning fund balance	2,059,897.18
Ending fund balance	7,888,998.57

**Reach Cyber Charter School
Balance Sheet
April 30, 2018**

ASSETS	
Cash and Short Term Investments:	
Cash:Checking	\$ 3,342,774.96
Cash: Money Market Account	5,302,690.64
Total Cash and Short Term Investments	8,645,465.60
Other Current Assets:	
Pupil Funding Receivable	747,115.84
Allowance for Doubtful Accounts	(95,000.00)
Federal Program Receivable	188,891.58
Prepaid Rent	15,061.93
Total Other Current Assets	856,069.35
Total Current Assets	9,501,534.95
Other Current Assets:	
Security Deposit	8,916.65
Total Other Assets	8,916.65
Fixed Assets:	
Property Plant & Equipment:	
Computer Hardware	53,423.06
Leasehold Improvements	98,774.39
Furniture	101,373.97
Accum Depr:Computer Hardware	(12,323.30)
Accum Depr:Leasehold Improvements	(30,263.67)
Accum Depr: Furniture	(9,903.48)
Net Fixed Assets	201,080.97
Total Assets	\$ 9,711,532.57
=====	
LIABILITIES	
Current Liabilities:	
Accrued Expenses	\$ 50,119.93
Due to (from) Connections Academy	1,522,401.44
Pension Payable	48,931.66
Total Current Liabilities	1,621,453.03
Total Liabilities	1,621,453.03
FUND BALANCE	
Beginning Fund Balance	2,059,897.18
Invested in Capital	201,080.97
Board Assigned Fund Balance	650,000.00
Change in Fund Balance	5,179,101.39
Ending Fund Balance	8,090,079.54
Total Liabilities and Fund Balance	\$ 9,711,532.57
=====	

APPENDIX G

ETHICS FORMS

This appendix includes Ethics Forms for the following people:

- Alexander D Schuh
- David L Biondo
- David N Taylor
- Gail A Hawkins Bush
- Joseph P Harford
- Paul E Donecker

COMMONWEALTH OF PENNSYLVANIA A SEC-1 REV. 01/18	STATEMENT OF FINANCIAL INTERESTS PLEASE PRINT NEATLY	PENNSYLVANIA STATE ETHICS COMMISSION (717) 783-1610 • TOLL FREE 1-800-932-0936
01 LAST NAME FIRST NAME MI SUFFIX Schuh Alexander D		
02 ADDRESS office (business or governmental) or home City State Zip Code Area Code Phone 178 Summit Lane Bala Cynwyd PA 19004 (610) 667-1153		
NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.		
03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)		
A <input type="checkbox"/> Candidate (including write-in) C <input checked="" type="checkbox"/> Public Official (Current) D <input type="checkbox"/> Public Employee (Current) E <input type="checkbox"/> Check this block if you are filing as a solicitor <input type="checkbox"/> Check this block if you are amending an original filing B <input type="checkbox"/> Nominee C <input type="checkbox"/> Public Official (Former) D <input type="checkbox"/> Public Employee (Former)		
04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input checked="" type="checkbox"/> hold <input type="checkbox"/> held A Board Member <input type="checkbox"/> seeking <input type="checkbox"/> hold <input type="checkbox"/> held B		
05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.) A Reach Cyber Charter School B		
06 OCCUPATION OR PROFESSION (This may be the same as block 4) Consultant		07 YEAR SEE INSTRUCTIONS. Information in Blocks 8 - 15 represents disclosure for the calendar year listed here: 2017
08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		
09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input type="checkbox"/> Name: Chase Bank Address: Interest Rate: 3.5%		(OFFICIAL USE ONLY)
10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input type="checkbox"/> Name: Address:		(OFFICIAL USE ONLY)
11 GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Source of Gift Value of Gift Address of Source of Gift Circumstances (including description) of Gift		
12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Source (Name and Address) Value		
13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input type="checkbox"/> Business Entity (Name and Address) Position Held (i.e., officer, director, employee, etc.) Name: Frontier 21 Address: 109 Forrest Ave, Narberth, PA 19072 Director		14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input type="checkbox"/> Name and Address of Business Interest Held (i.e., %, 10%, etc.) Frontier 21 109 Forrest Ave, Narberth, PA 19072 100%
15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Business (Name and Address) Interest Held Relationship Date Transferred Transferee (Name and Address)		
The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b). Signature: <u>Alexander D Schuh</u> Enter Current Date: <u>2/12/18</u>		
THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.		

COMMONWEALTH OF PENNSYLVANIA
A SEC-1 REV. 01/18

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

PENNSYLVANIA STATE ETHICS COMMISSION
(717) 783-1610 • TOLL FREE 1-800-932-0936

01 LAST NAME Biondo FIRST NAME David MI L SUFFIX

02 ADDRESS office (business or governmental) or home City State Zip Code Area Code Phone
2070 Brennan Way Red Lion PA 17356 (717) 658-2756

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A BOARD MEMBER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A REACH CYBER CHARACTER SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR SEE INSTRUCTIONS.
Financial Advisor Information in Blocks 8-15 represents disclosure for the calendar year listed here: 2017

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate

Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: Northwestern Mutual Address: 1 South George St. York, PA 17401

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held (i.e., officer, director, employee, etc.)

Business Entity (Name and Address) Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held (i.e., 5%, 10%, etc.)

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature David Biondo Enter Current Date 02/24/2018

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

11/17/2017 16:59 FAX

001

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

PENNSYLVANIA STATE ETHICS COMMISSION
(717) 783-1610 • TOLL FREE 1-800-932-0938

COMMONWEALTH OF PENNSYLVANIA
SEC-1 REV. 01/17

01 LAST NAME: TAYLOR FIRST NAME: DAVID MI: N SUFFIX:

02 ADDRESS office (business or governmental) or home: 225 STATE STREET City: HARRISBURG State: PA Zip Code: 17101 Area Code: (717) Phone: 232-0737

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS: A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are amending as a solicitor Check this block if you are amending an original filing B Nominnee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.): seeking hold held
A SCHOOL BOARD MEMBER seeking hold held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominnee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.):
A REACH CYBER CHARTER SCHOOL

06 OCCUPATION OR PROFESSION (This may be the same as block 4): ASSOCIATION EXECUTIVE 07 YEAR SEE INSTRUCTIONS. Information in Blocks 8 - 15 represents disclosure for the calendar year listed here: 2017

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)
Name: PA MANUFACTURERS ASSOCIATION Address: 225 STATE ST, HBG 17101
CLASSIC EDGE AUCTIONS & APPRAISALS PO BOX 416 HERSHEY PA 17033

11 GIFTS (See instructions on page 2) If NONE, check this box. Value of Gift
Source of Gift: _____ Circumstances (including description) of Gift: _____

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value
Source (Name and Address): _____

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held (i.e., officer, director, employee, etc.)
Business Entity (Name and Address): _____ Address: _____

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held (i.e., 5%, 10%, etc.)
Name and Address of Business: _____

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. Interest Held Relationship Date Transferred
Transferee (Name and Address): _____

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4104 (perjury from falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature: *David N. Taylor* Enter Current Date: 11/17/17

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

COMMONWEALTH OF PENNSYLVANIA
A SEC-1 REV. 01/18

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

PENNSYLVANIA STATE ETHICS COMMISSION
(717) 783-1810 • TOLL FREE 1-800-932-0936

01 LAST NAME HAWKINS BUSH FIRST NAME GAIL MI A SUFFIX MS

02 ADDRESS office (business or governmental) 5111 West Dakota Philadelphia PA 19131 City State Zip Code Area Code Phone 2-15-878-7494

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A Bd. Member Reach CHARTER seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A REACH CYBER CHARTER SCHOOL

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) Retired School Adm. 07 YEAR SEE INSTRUCTIONS. Information in Blocks 8 -15 represents disclosure for the calendar year listed here: 2017

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate

Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: TIA Social Security Address:

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held (i.e., officer, director, employee, etc.)

Business Entity (Name and Address) Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held (i.e., 5%, 10%, etc.)

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Transferee (Name and Address) Interest Held Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature Gail Hawkins Bush Enter Current Date March 2018

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

COMMONWEALTH OF PENNSYLVANIA
A SEC-1 REV. 01/18

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

PENNSYLVANIA STATE ETHICS COMMISSION
(717) 783-1610 • TOLL FREE 1-800-932-0936

01 LAST NAME FIRST NAME MI SUFFIX
 H A R F O R D J O S E P H P

02 ADDRESS office (business or governmental) or home City State Zip Code Area Code Phone
 10808 CONESTOGA COURT HUNTINGDON PA 16652 814 599 0242

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor Check this block if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A S C H O O L D I R E C T O R seeking hold held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A R E A C H C Y B E R C H A R T E R S C H O O L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR SEE INSTRUCTIONS.
 BUSINESS OWNER Information in Blocks 8 - 15 represents disclosure for the calendar year listed here: 2017

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate

Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. (OFFICIAL USE ONLY)

Name: RECLAMERE Address: 905 PENNSYLVANIA AVE. TYRONE PA 16866

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held (i.e., officer, director, employee, etc.)

Business Entity (Name and Address) Name: RECLAMERE Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held (i.e., 5%, 10%, etc.)

Name and Address of Business RECLAMERE

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Transferee (Name and Address) Interest Held Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unlawful falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *Joseph P. Harford* Enter Current Date 2/28/18

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

COMMONWEALTH OF PENNSYLVANIA A SEC-1 REV. 01/16	STATEMENT OF FINANCIAL INTERESTS PLEASE PRINT NEATLY	PENNSYLVANIA STATE ETHICS COMMISSION (717) 783-1610 • TOLL FREE 1-800-932-0936
01 LAST NAME <u>D O N E C K E R</u> FIRST NAME <u>P A U L</u> MI <u>E</u> SUFFIX		
02 ADDRESS office (business or governmental) or home City State Zip Code Area Code Phone <u>1300 Pennscott Dr. Landisville, PA. 17538 (717) 8983415</u>		
NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.		
03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)		
A <input type="checkbox"/> Candidate (including write-in) C <input checked="" type="checkbox"/> Public Official (Current) D <input type="checkbox"/> Public Employee (Current) E <input type="checkbox"/> Check this block if you are filing as a solicitor <input type="checkbox"/> Check this block if you are amending an original filing B <input type="checkbox"/> Nominee C <input type="checkbox"/> Public Official (Former) D <input type="checkbox"/> Public Employee (Former)		
04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) <input type="checkbox"/> seeking <input type="checkbox"/> hold <input checked="" type="checkbox"/> held		
A <u>T r u s t e e B o a r d M e m b e r</u> <input type="checkbox"/> seeking <input type="checkbox"/> hold <input type="checkbox"/> held B		
05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)		
A <u>R e a c h C y b e r S c h o o l</u> B		
06 OCCUPATION OR PROFESSION (This may be the same as block 4) <u>Retired</u>		07 YEAR SEE INSTRUCTIONS. Information in Blocks 8 -15 represents disclosure for the calendar year listed here: <u>2017</u>
08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/>		
09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. <input checked="" type="checkbox"/> Name: Address: Interest Rate		
10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. <input checked="" type="checkbox"/> Name: Address: (OFFICIAL USE ONLY)		
11 GIFTS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Source of Gift Value of Gift Address of Source of Gift Circumstances (including description) of Gift		
12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Source (Name and Address) Value		
13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Business Entity (Name and Address) Name: Address: Position Held (i.e., officer, director, employee, etc.)		
14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Name and Address of Business Interest Held (i.e., 5%, 10%, etc.)		
15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. <input checked="" type="checkbox"/> Business (Name and Address) Transferee (Name and Address) Interest Held Relationship Date Transferred		
The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 13 Pa.C.S. §4904 (perjury/falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).		
Signature <u>Paul E Donck</u> Enter Current Date <u>2/24/18</u>		
THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.		

APPENDIX H

2017-18 BOARD MEETING AGENDA

This appendix includes the Board meeting agendas for the 2017-18 school year.

- August 16, 2017
- September 20, 2017
- October 18, 2017
- November 29, 2017
- January 17, 2018
- February 21, 2018
- April 18, 2018
- May 16, 2018



**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 16, 2017 at 9:00 a.m.

Meeting location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and a short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
 - a. Approval of Agenda

- IV. Oral Reports
 - a. Principal's Report (MSR) – J. Swan
 - i. Back to School Activities, Staffing and Training Update
 - ii. Enrollment Update
 - iii. Connections Academy Summer Leadership Conference
 - iv. School Operations Metrics (attached)
 - b. Financial Report (attached) – B. Shifflet
 - i. Unaudited 2016-2017 Financial Results
 - ii. Fee Schedule Revision(s) Update
- V. Consent Items
 - a. Approval of Minutes from the June 21, 2017 Annual Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of LiveSpeech Invoice(s) (attached)
 - d. Approval of Connections Education Invoice for June (attached)
 - e. Approval of Revised Fee Schedule from Connections Education (attached)
 - f. Approval of 2017-2018 Base Salaries and Incentive Percentage and Career Ladder Positions (attached)
 - g. Approval of Board President as Board Designee to Work with School Leadership to Review and Finalize Revision(s) to the Truancy Policy included in the 2017-2018 School Year State Specific School Handbook
- VI. Action Items
 - a. Approval of Expanded and Upgraded Technology Package (to follow) – A. Jay
 - b. Approval of Membership with Charter Schools Coalition (to follow) – J. Swan
 - c. Approval of Board Training and Conference Attendance for the 2017-2018 School Year – M. Arthur
- VII. Information Items
 - a. State Relations Update – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - c. Teacher Professional Development Products and Services for the 2017-2018 School Year (attached) – A. Pasquinilli
 - d. In-Person Board Meeting Update – M. Arthur
- VIII. Adjournment and Confirmation of Next Meeting – Wednesday, September 20, 2017 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, September 20, 2017 at 9:00 a.m.

Meeting location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and a short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
 - a. Approval of Agenda

- IV. Oral Reports
 - a. Principal's Report (MSR attached) – L. Richey
 - i. Enrollment and Staffing Update
 - b. Financial Report (attached) – S. Soltz
 - i. Fund Balance Update (to follow)
- V. Consent Items
 - a. Approval of Minutes from the August 16, 2017 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Connections Education Invoices for July and August (attached)
 - d. Approval of Federal Title Funding Plan Documentation: Parent and Family Engagement Policy (attached)
- VI. Action Items
 - a. Approval of School Focus Goals for the 2017-2018 School Year (attached) – A. Pasquinilli
- VII. Information Items
 - a. State Relations Update (attached) – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - i. Quarterly Metrics Update (attached)
 - c. 2017-2018 Items for Board Consideration (attached) – M. Arthur
 - d. Curriculum Town Hall Reminders – M. Arthur
- VIII. Adjournment and Confirmation of In-Person Meeting and Lunch To Follow – Wednesday, October 18, 2017 at 9:30 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, October 18, 2017 at 9:30 a.m.

Meeting location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and a short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
 - a. Approval of Agenda

IV. Oral Reports

- a. Principal's Report (MSR attached) – J. Swan
 - i. Final Results on 2016-2017 Goals and State Testing Results
 - ii. State of the School Report (attached)
- b. Financial Report (attached) – M. Whisman
 - i. 2016-17 SY Fee Schedule Update
 - ii. Fund Balance Update

V. Consent Items

- a. Approval of Minutes from the September 20, 2017 Board Meeting (attached)
- b. Approval of Staffing Report (attached)
- c. Approval of Connections Education Invoice for September (attached)
- d. Approval of Livespeech Invoice(s) (attached)
- e. Approval of Enrollment Opening on First Business Day in March and Authorization for the School Leader to Work with Pearson Online and Blended Learning (POBL) on Opening Enrollment
- f. Approval of Revision(s) to 2017-2018 School Year State Specific School Handbook: Immunizations Policy (to follow)
- g. Approval of Revised Fee Schedule for the 2016-2017 School Year (attached)

VI. Action Items

- a. Approval of School Focus Goals for the 2017-2018 School Year (attached) – J. Swan

VII. Information Items

- a. State Relations Update – A. Jay
- b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - i. School Operations Metrics (attached)
- c. Pearson Online and Blended Learning (POBL) Rebranding Update – M. Arthur
- d. EMO Evaluation Discussion – M. Arthur

VIII. Adjournment and Confirmation of Next Meeting – Wednesday, November 15, 2017 at 9:00 a.m.

IX. Social Lunch To Follow Meeting at O'Reilly's Tap Room and Kitchen, 800 East Park Drive, Harrisburg, PA 17111



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, November 29, 2017 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
 - a. Approval of Agenda

- IV. Oral Reports
 - a. Principal's Report (MSR attached) – J. Swan
 - i. Update on Student Intervention Efforts – Tier 1 and Tier 2
 - ii. Update on S.T.E.M. Activities
 - b. Financial Report (attached) – M. Whisman

- V. Consent Items
 - a. Approval of Minutes from the October 18, 2017 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Connections Education Invoice(s) for October (attached)
 - d. Approval of LiveSpeech Invoice(s) (attached)
 - e. Approval of Federal Title Funding Documentation: Revised Complaint Policy (attached)
 - f. Approval of Revision(s) to the 2017-2018 School Year State Specific School Handbook: General Revisions (to follow)

- VI. Action Items
 - a. Approval of Proposal for Use of Fund Balance – K. Corcoran

- VII. Information Items
 - a. State Relations Update – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - i. School Leader Review Process Update
 - c. Future Funded Enrollment Growth – J. Swan
 - d. EMO Evaluation Discussion – M. Arthur

- VIII. Adjournment and Confirmation of Next Meeting – Wednesday, January 17, 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, January 17, 2018 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
 - a. Approval of Agenda

- IV. Oral Reports
 - a. Principal's Report (MSR attached) – J. Swan
 - i. School Operations Metrics (attached)
 - ii. Special Education Audit Update
 - b. Financial Report (attached) – M. Whisman

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

- VI. Action Items
 - a. Approval of Funded Enrollment Target for the 2018-2019 School Year – J. Swan

- VII. Information Items
 - a. State Relations Update (to follow) – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - c. Budget Development Process Update – A. Jay/ M. Whisman

- 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 (to follow) – A. Pasquinilli

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

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

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- III. Routine Business – D. Taylor
 - a. Approval of Agenda

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

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

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

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

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



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, April 18, 2018 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

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- III. Audit Committee, Committee of the Entire Board
 - a. Approval of Audit Firm Engagement for the 2017-2018 School Year (attached) – D. Biondo/K. Corcoran

- IV. Routine Business – D. Taylor
 - a. Approval of Agenda

- V. Oral Reports
 - a. Principal's Report (MSR attached) – J. Swan
 - i. End of Year Activities Update
 - ii. State Testing Update
 - iii. Special Education PDE Site Visit Update
 - iv. Accreditation Update
 - b. Financial Report (attached) – M. Whisman

- VI. Consent Items
 - a. Approval of Minutes from the February 21, 2018 Board Meeting (attached)
 - b. Approval of Staffing Report (attached)
 - c. Approval of Connections Education Invoice(s) for February and March (attached)
 - d. Approval of LiveSpeech Invoice(s) (attached)
 - e. Approval of School Calendar for the 2018-2019 School Year (to follow)
 - f. Approval of Staff Compensation Plan for the 2018-2019 School Year (attached)
 - g. Approval of Employee Handbook Revision(s) (attached)

- VII. Action Items
 - a. Approval of Fund Balance Plan Proposal (to follow) – A. Pasquinilli

- VIII. Information Items
 - a. State Relations Update – A. Jay
 - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
 - i. School Operations Metrics (attached)
 - c. Curriculum for the 2018-2019 School Year (attached) – A. Pasquinilli
 - d. National School Boards Association (NSBA) Conference Update – G. Hawkins
Bush/A. Schuh
 - e. Board Planning for the 2018-2019 School Year – M. Arthur
 - i. Proposed Meeting Schedule
 - ii. Board Composition
 - f. Board Annual Meeting Update – M. Arthur

- IX. Adjournment and Confirmation of Next Meeting – Wednesday, May 16, 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, May 16, 2018 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

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

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

AGENDA

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

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- III. Routine Business – D. Taylor
 - a. Approval of Agenda

- IV. Oral Reports
 - a. Principal's Report (MSR to follow) – J. Swan
 - i. End of Year Activities Update
 - ii. State Testing Update
 - iii. Special Education PDE Site Visit Update
 - iv. Federal Programs Monitoring Audit – May 17
 - b. Financial Report (attached) – T. Blair

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

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

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

- VIII. Adjournment and Confirmation of Next Meeting – TBD

APPENDIX I
2017-18 EVALUATIONS OF THE MANAGEMENT ORGANIZATION

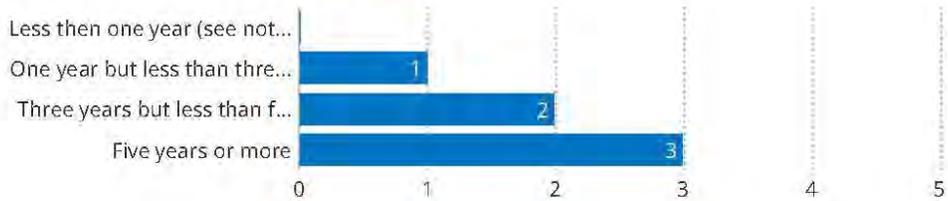
This appendix includes 2017-18 Reach Cyber Charter School Evaluation of Connections Academy

Reach Cyber Charter School -- Evaluation of Connections Academy: 2017-18

First and Last Name:

- Gail Hawkins Bush
- David Biondo
- David Taylor
- Joseph Harford
- Paul Donecker
- Alexander Schuh

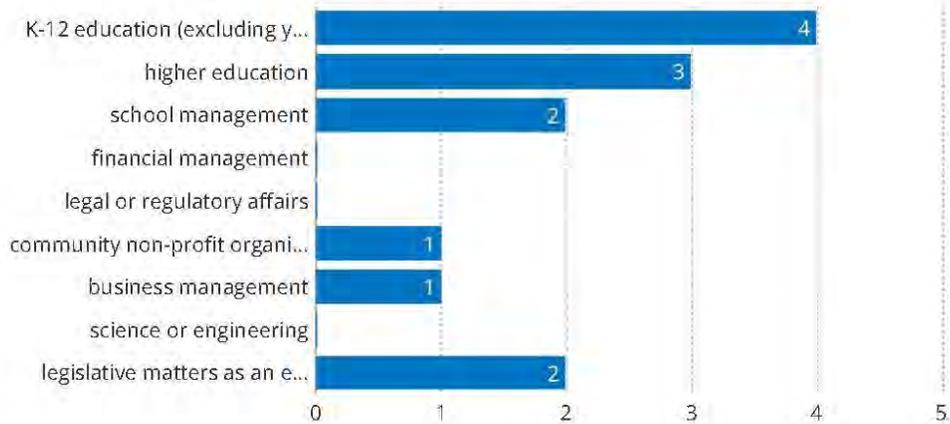
Check the option below that corresponds with the start of your Board affiliation with the school. For parents or guardians of an enrolled student, please count from the starting date that you became a Board member, even if your student was enrolled prior to that time.



Select either or both if applicable: You are a parent or guardian of a student ...



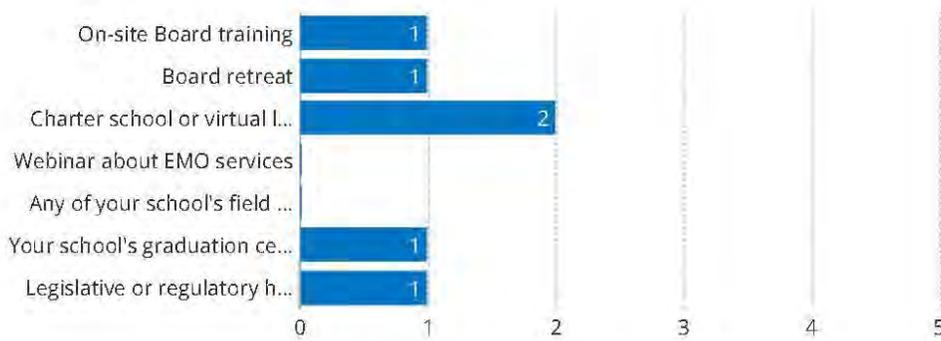
Select all that apply: You possess prior or current experience in ...



Comments on your experience: Explain your selections above (optional).

I was the CEO of two charter schools in the City of Philadelphia.
10 years teaching at connections academy.
I have been a Connections Academy broad member since 2001
Consultant to K-12 schools and colleges. PhD in Educational Psychology.

During the past two years, please indicate any of the following in which you have participated. Select all that apply.



Comments on your participation: Explain your selections above (optional).

Ongoing PD is very important, including networking with board members from across the country.

National School Boards Association

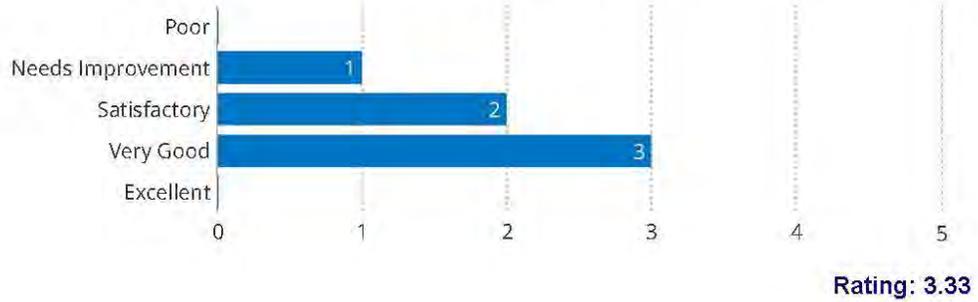
Rate on a five-point scale (where "1" = poor and "5" = excellent) your level of satisfaction with the following EMO attributes. Skip any items for which you have no opinion.

Overall quality of the EMO's curriculum

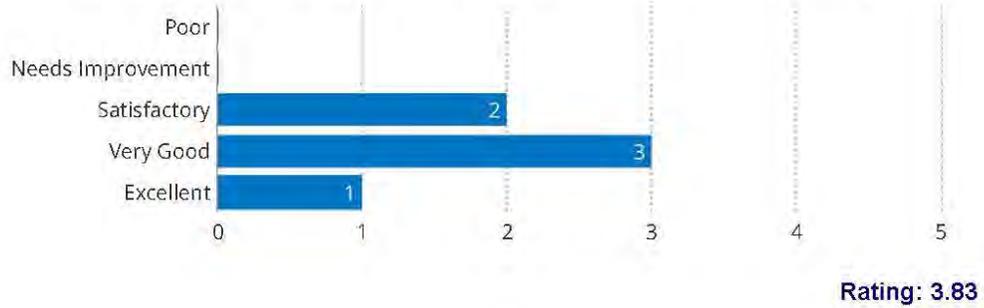


Rating: 3.83

Educational support being provided by the EMO for special education services



EMO performance in helping the school to improve student achievement



Comments on Educational Program: Shed more light on any of your above ratings.

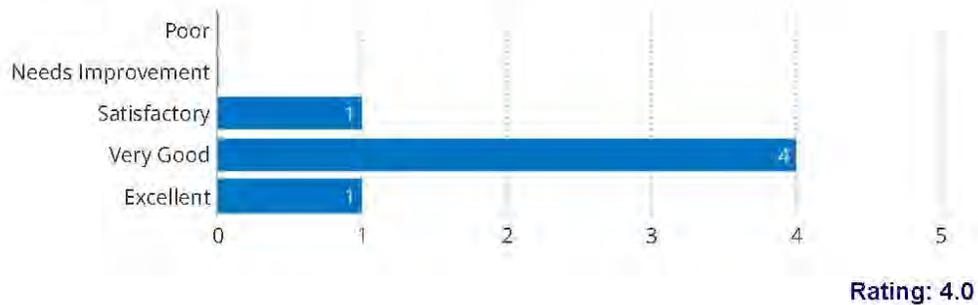
The principal is doing an excellent job; however, we need to do more to tailor our special education strategies to the particulars of PA protocols.

I support the choice made by Reach Cyber to take special education in-house.

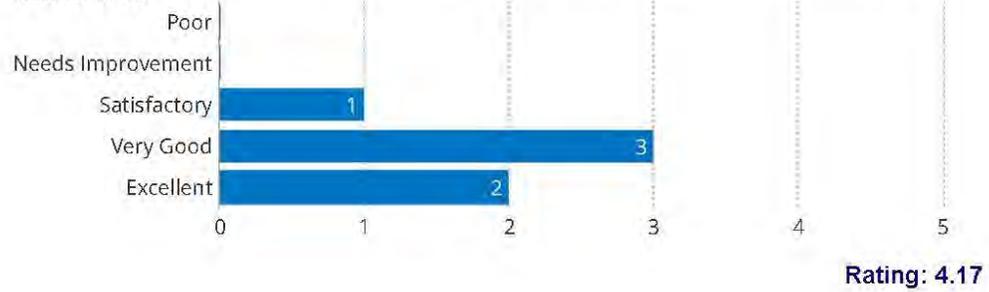
The personnel quality is good and their responsiveness is excellent. The curriculum is a bit old school and static.

Rate on a five-point scale (where "1" = poor and "5" = excellent) your level of satisfaction with the following EMO attributes. Skip any items for which you have no opinion.

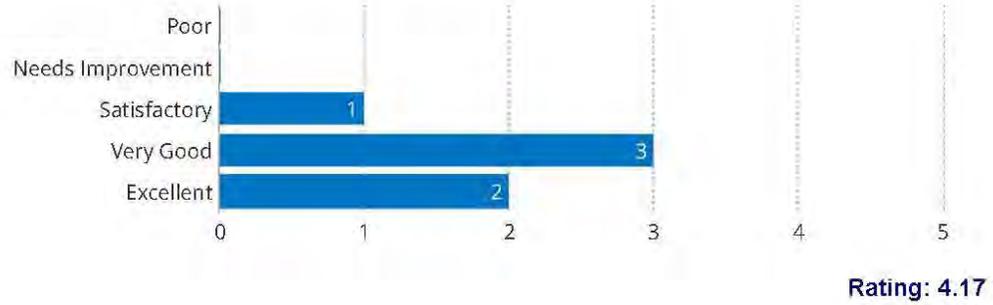
Functionality provided by the Learning Management System for students and learning coaches



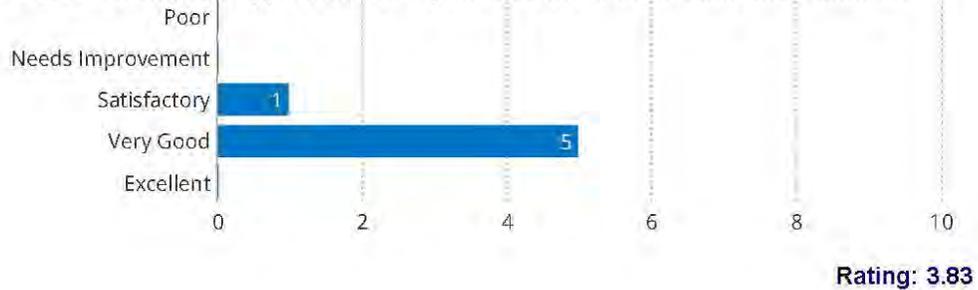
Functionality provided by the Learning Management System for teachers and school staff



Quality of the hardware and software provided by the EMO for students (not applicable to that which is school owned)



Level of technical support the EMO provided for students and their families

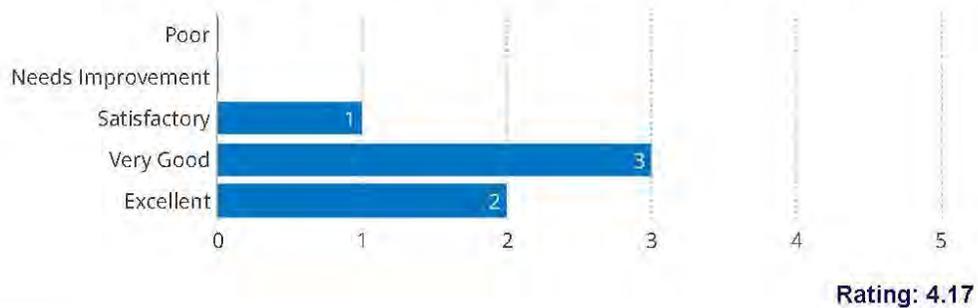


Comments on Technology: Shed more light on any of your above ratings.

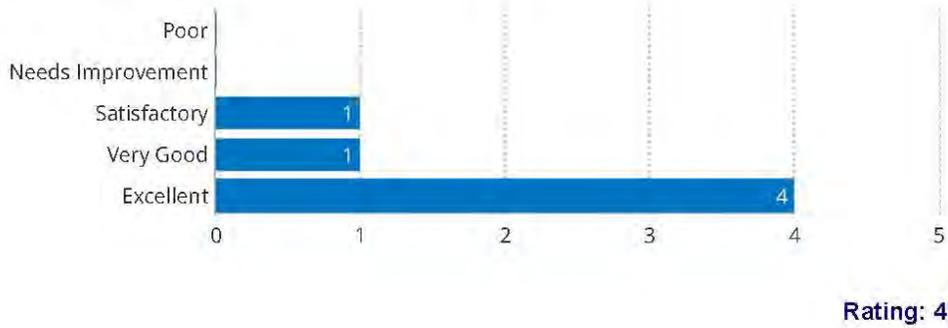
The LMS is state of the art and we should show it off more to public stakeholders.
 Urban families pose a challenge to prepare those with less tech access and savvy.
 Suggest developing a checklist of tech requirements to share following enrollment.
 Didn't need much technical support in our case.

Rate on a five-point scale (where "1" = poor and "5" = excellent) your level of satisfaction with the following EMO attributes. Skip any items for which you have no opinion.

Level of support services provided by the EMO directly to families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)



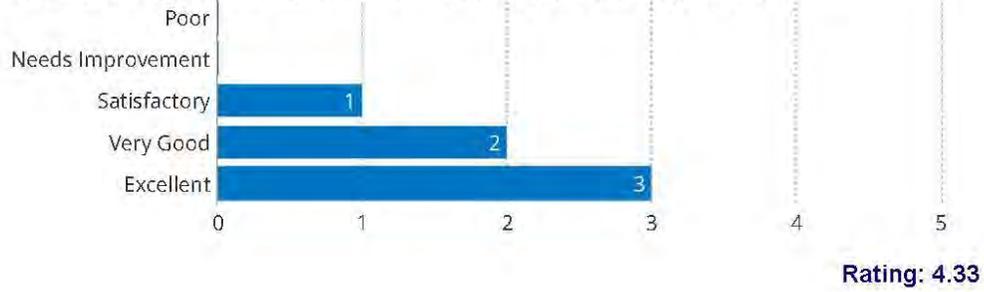
Accuracy and timeliness of the financial reporting on the school's performance provided by the EMO



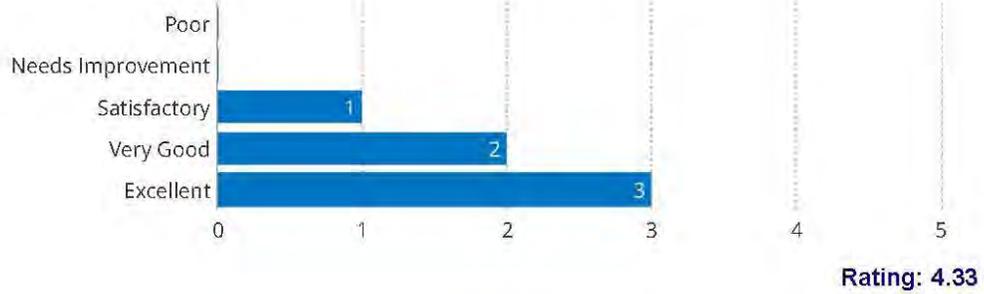
The EMO's performance in assisting the school in meeting its annual budget



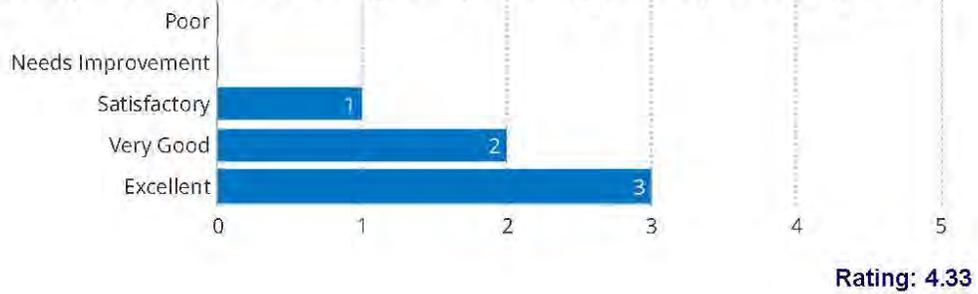
Quality of the school's operational reporting provided by the EMO



Quality of the human resources services provided by the EMO



Accuracy and timeliness of the regulatory reporting services provided by the EMO



Level of outreach services provided by the EMO (e.g., Did the school reach its targeted enrollment? Was the cost per student for outreach appropriate and within the approved budget? Was the school's value sufficiently promoted to prospective students?)



Level of legislative support services provided by the EMO (e.g., Did the staff and/or board members receive the needed support and were kept informed during any legislative or regulatory proceedings?)



Comments on School Support Services: Shed more light on any of your above ratings.

It would be good to do more bilingual advertising in the ESL community and more promotion on radio stations, such as WURD, the appeal to a hip urban audience.

Rate on a five-point scale (where "1" = poor and "5" = excellent) your level of satisfaction with the following EMO attributes. Skip any items for which you have no opinion.

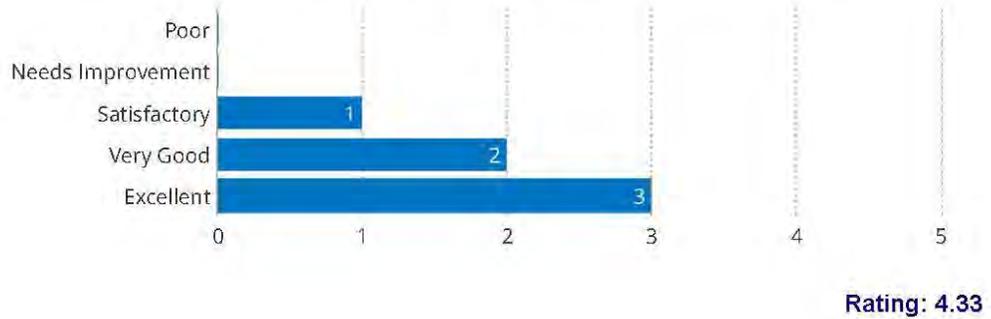
Level of support services provided by the EMO to you as a school board member



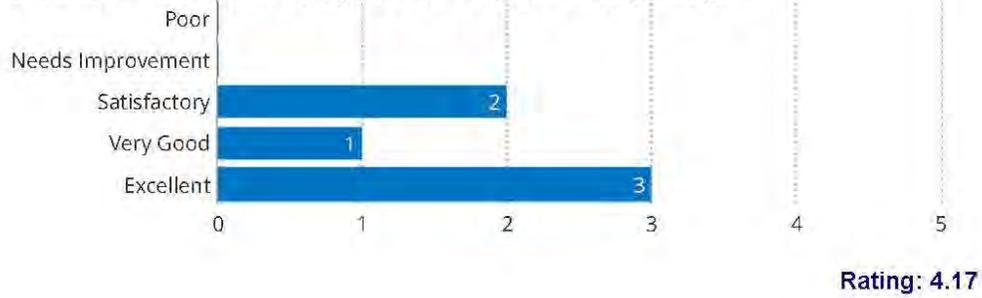
Quality of assistance the EMO provided you with public meeting law compliance, coordinating board member schedules, and assisting in meeting scheduling



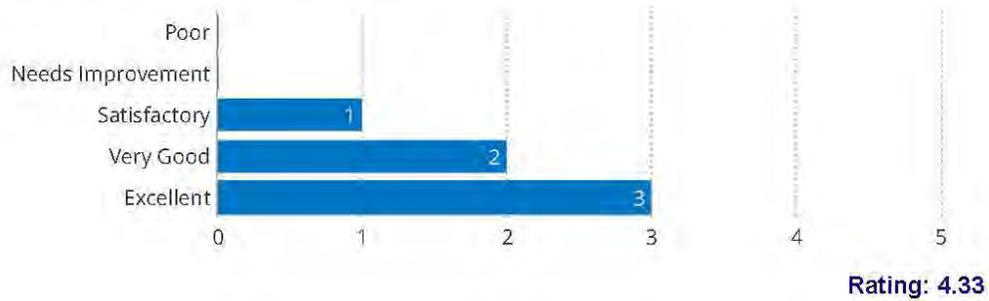
Overall quality of the materials the EMO provides in your board package



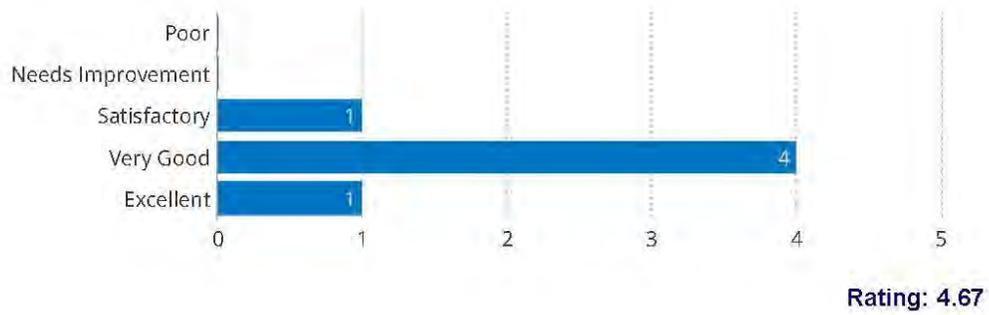
Timeliness of the delivery by the EMO of your board package



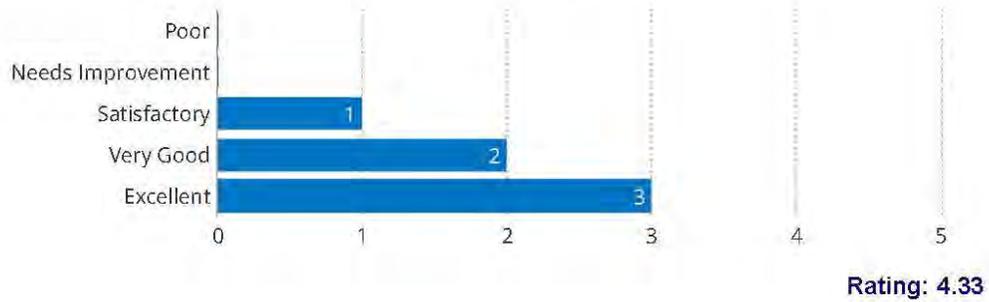
Level of responsiveness by the EMO to your questions or concerns



Opportunities for board members to participate in outside educational activities that were provided or coordinated by the EMO (e.g., Board training, webinars, but NOT conferences for which the school determines eligibility)



Board orientation and materials that you received from the EMO when you became a Board member



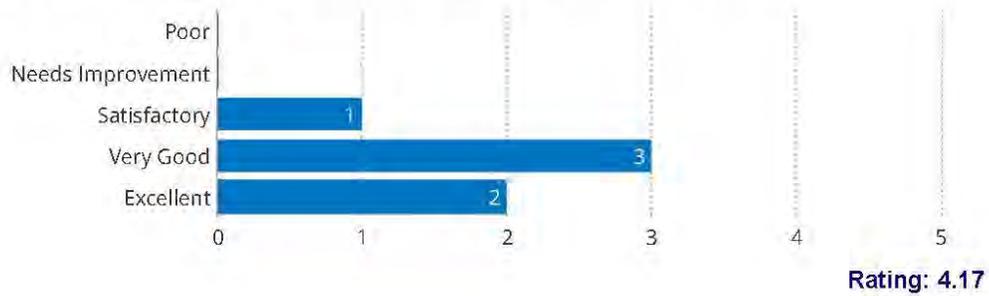
Comments on Board Support Services: Shed more light on any of your above ratings.

We need to foster more face-to-face board interaction and offer additional PD opportunities for board and staff.

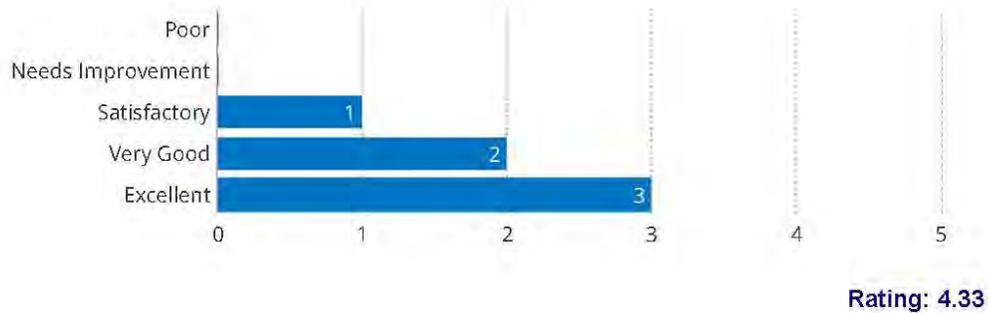
excellent board service

Rate on a five-point scale (where "1" = poor and "5" = excellent) your level of satisfaction with the following EMO attributes. Skip any items for which you have no opinion.

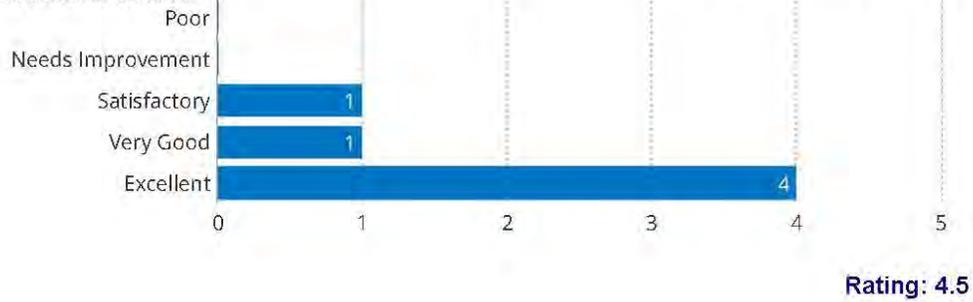
EMO's ability to listen to, acknowledge and respond to your concerns



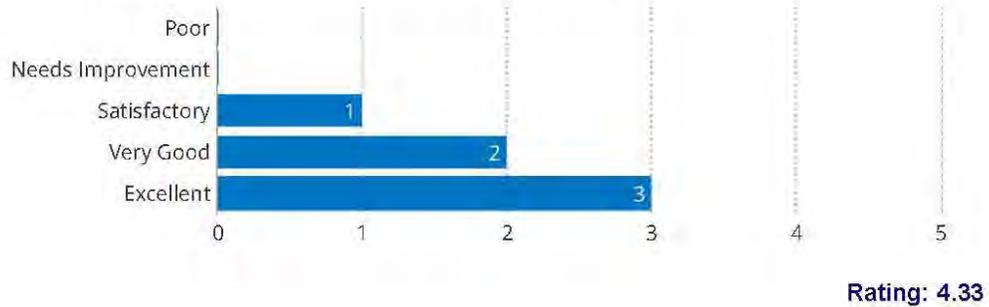
EMO's ability to demonstrate its expertise and effectiveness, both technically and professionally



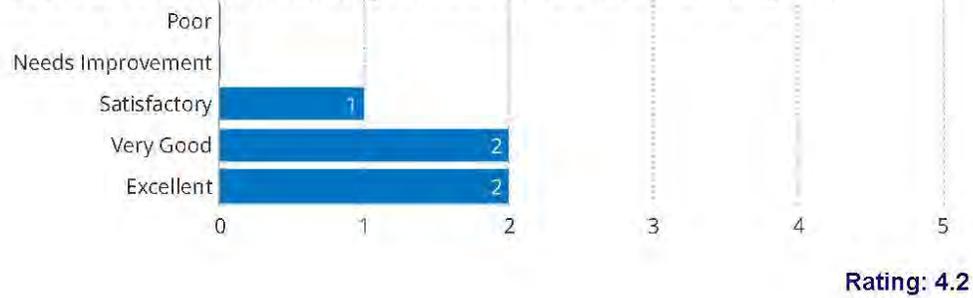
EMO's ability to keep current in recent developments in virtual education and in education overall



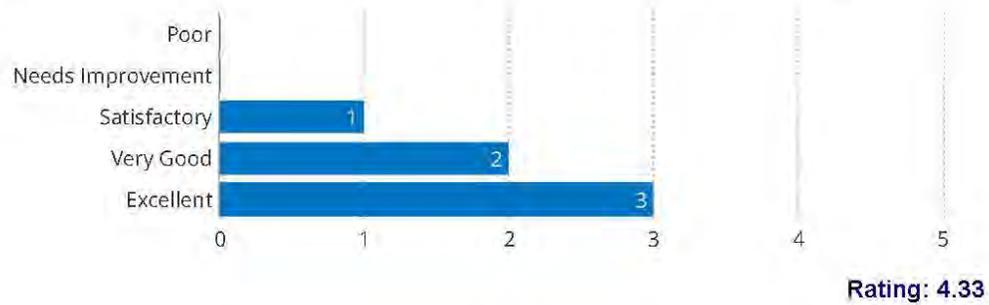
EMO's ability to work effectively and cooperatively with others at all levels, including the school staff, board, authorizers and regulators



EMO's effectiveness in working with the school's authorizer or sponsor



EMO's ability to demonstrate creative approaches to solving problems



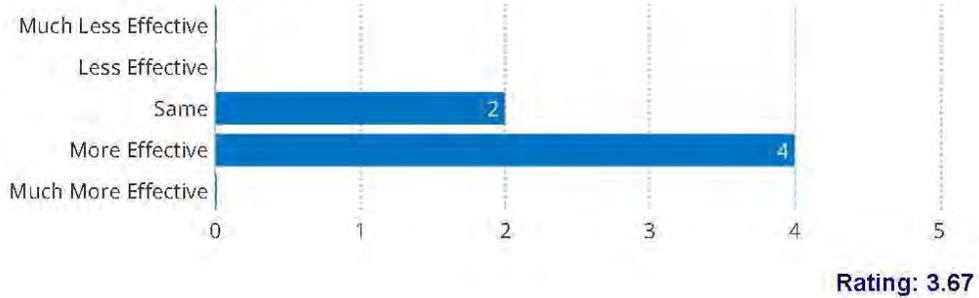
Overall Comments on the EMO: Shed more light on any of your above ratings.

We have a fair amount of interaction with local staff, but would like to have more connectedness to the national EMO leadership. We need to keep pushing the envelope to encourage creative experimental approaches - continuously improve our pedagogy.

As this year was my first year, I felt everything was good(satisfactory). I have no basis or comparison to rate it better or worse.

COMPARATIVE PERFORMANCE:

Over the last year, how would you compare the performance of the EMO to its performance in the prior year?

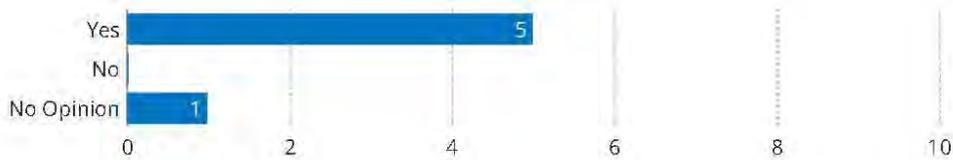


Comments: Shed more light on your above rating.

N/a

Continued service at a very satisfactory level of performance was very good- still very good.

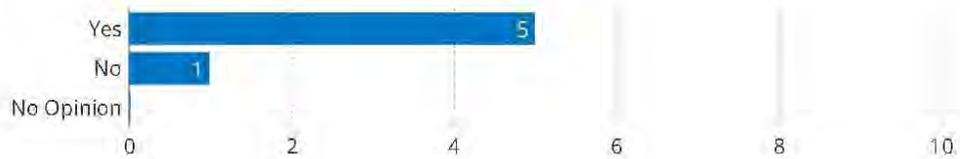
Do you believe that the EMO has fulfilled its obligations pursuant to its professional services agreement?



Comments: Shed more light on your response above.

The EMO has reached a large population in both major cities as well as the outlying communities and made an imprint on the state in terms of quality virtual education that excels at personalized learning.

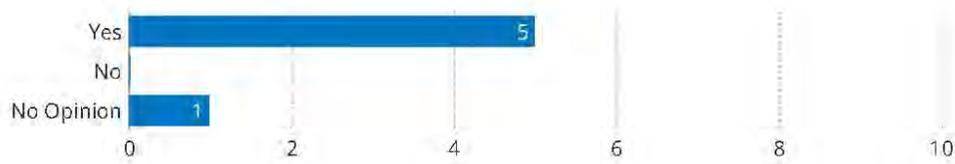
Do you believe that the EMO charges are fair and appropriate for the value that it provides?



Comments: Shed more light on your response above.

Curriculum needs to be improved

Do you believe that the EMO has addressed your concerns in a timely manner and taken corrective action over a reasonable period of time?



Comments: Shed more light on your response above.

There are no responses for this item.

Do you believe that the EMO has acted in the best interests of the school in the performance of its responsibilities?



Comments: Shed any light on your response above.

We meet the education need regardless of where the student is in the state and the EMO is successful at retaining students compared to other virtual platforms.

Additional Comments (if any):

Given the growth and development, the principal has done a Herculean job and deserves our continuing support.

We deeply value our partnership with our EMO.

This evaluation was independently proctored by the non-profit Greater Capacity Consortium.

APPENDIX J
**EXAMPLES OF COMMUNICATION, OUTREACH, AND MARKETING TO THE
COMMUNITY AND PARENTS**

This appendix includes the following examples of communication, outreach and marketing to the community and parents:

- Federal Audit Parent Event Note (4-4-18)
- Reach School Newsletter April 2018
- Reach School Newsletter December 2017
- Reach School Newsletter October 2017

PARENT/COMMUNITY COORDINATOR MEETINGS & EVENTS
PREPARED BY: SCOTT STUCCIO

COMMUNITY COORDINATOR MEETINGS

December 20, 2017 – Community Coordinator Recruitment Meeting (LiveLesson)

Parent Attendees: Julia Daggs, Tara Rader
Host: Scott Stuccio
Discussion Topics: Welcome & Introduction
Club ORANGE Items – Any Parents in Club ORANGE?
General Role of a Community Coordinator
Role of Community Coordinators at Reach
Next Steps – Sign-Up, Handbook, Trainings

January 10, 2018 – Community Coordinator Meeting #1 (LiveLesson)

Parent Attendees: BreeAnn Anderson, Beth Gallant, Raquel Grohol, Lisa Kojeszewski-Ryan, Danielle Parker, Tara Rader, Nicki Williams
Discussion Topics: Welcome & Introduction
Club ORANGE Items – Any Parents in Club ORANGE?
General Role of a Community Coordinator
Role of Community Coordinators at Reach
Next Steps – Sign-Up, Handbook, Trainings

January 12, 2018 – Community Coordinator Meeting #2 (LiveLesson)

Parent Attendees: Lora Bauer, Amanda Frankenfield, Cindy LaFrance, Bambi Leech, Denisa Sample
Discussion Topics: Welcome & Introduction
Club ORANGE Items – Any Parents in Club ORANGE?
General Role of a Community Coordinator
Role of Community Coordinators at Reach
Next Steps – Sign-Up, Handbook, Trainings

COMMUNITY COORDINATOR INTERVIEWS

January 25, 2018	BreeAnn Anderson Lora Bauer Henry White
January 26, 2018	Nicki Williams Tara Rader Denisa Sample Amanda Frankenfield Cindy LaFrance

Reach Cyber Charter School Renewal Application

January 29, 2018	Leigh Anne Kraemer-Naser Lisa Kojeszewski-Ryan
February 2, 2018	Beth Gallant
February 27, 2018	Lynn May

Community Coordinators are in the process of being approved and assigned their respective roles in Connexus. Four out of 10 have had their clearances verified and are ready to assist.

PARENT OUTREACH AND EVENTS

September 8, 2017	Back-to-School Day at Harrisburg (Reach Cyber Charter School) ATTENDEES: 47 families
September 12, 2017	Back-to-School Day at Philadelphia (Franklin Institute) ATTENDEES: 148 families
September 14, 2017	Back-to-School Day at Allentown (Da Vinci Science Center) ATTENDEES: 39 families
September 26, 2017	Back-to-School Day at Wilkes-Barre (Penn State Wilkes-Barre Campus) ATTENDEES: 20 families
September 27, 2017	Back-to-School Day at Erie (Tom Ridge Environmental Center) ATTENDEES: 23 families
September 28, 2017	Back-to-School Day at Pittsburgh (Carnegie Science Center) ATTENDEES: 45 families
October 31, 2017	Stream Studies with Students/Parents (Lebanon County area) Attendees: 8 families
November 17, 2017	National Model Railroad Month Field Trip Days Steamtown National Historic Site (Scranton) (100+ total people) Strasburg Railroad and National Toy Train Museum (Ronks/Lancaster) (125+ total people) Western PA Model Railroad Museum (Gibsonia/Pittsburgh) (40+ total people)
January 11, 2018	Pennsylvania Farm Show Field Trip (Harrisburg) ATTENDEES: 48 families
February 21, 2018	Pulakos Chocolates Field Trip (Erie) ATTENDEES: 17 families
March 8, 2018	PSSA Social (Erie, Williamsport)
March 13, 2018	PSSA Social (Allentown, Reading, Scranton)
March 15, 2018	PSSA Social (Monroeville, Stroudsburg, York)
March 20, 2018	PSSA Social (Philadelphia SW)
March 22, 2018	PSSA Social (Harrisburg, Philadelphia NE)

ONGOING STEM DAY CAMPS

Coding Camp, Drone Camp, Stream Studies, 3-D Printing, LEGO Mindstorm, LEGO WeDo

UPCOMING EVENTS

April 30 thru May 4, 2018	Screen-Free Week at Barnes & Noble (Camp Hill, Center Valley, Cranberry)
Week of May 7-11, 2018	Hiking Day Field Trips
Week of May 29-June 1, 2018	End-of-Year Cave Tour Days (Hummelstown/Hershey, Kutztown, Scranton, State College, Philadelphia, Uniontown)



WITHIN REACH

APRIL 2018

Jane Swan, Principal
750 East Park Drive, Suite 204
Harrisburg, PA 17111
(717) 704-8437



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Reach for Good Health	5
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Important Dates

(ReachCyberCharter.com/Events)

Virtual Information Sessions:

- April 12
- April 18
- April 26
- May 2

In-Person Information Sessions:

- April 10 - Philadelphia
- April 11 - Altoona
- April 16 - Bethlehem
Scranton
- April 24 - Monroeville
Lancaster
Williamsport
- April 25 - Stroudsburg
- May 2 - Chester
- May 3 - Pittsburgh

Online Parent Panels:

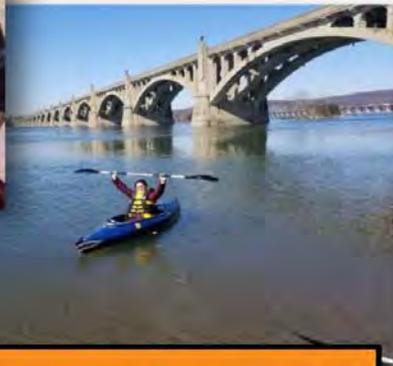
- April 9
- April 11
- April 17
- April 19

Row, Row, Row Your Boat

Stream Studies Snag Student Interest

Scott Stuccio, Marketing & Social Outreach

Word of Reach Cyber Charter School's popularity in STEM-focused activities continues to spread like wildfire. The second in a series of Stream Study day camps was held on a sunny but cold March 26th, at scenic Columbia Crossing in Columbia, PA. Under the direction of Michael Cole, Cyndee Hitz, John McMurray, Emily Perri and Lindsey Rhodes, students of all grade levels came out to take and analyze water samples, study mini ecosystems and even take a kayak ride on the tranquil Susquehanna river. The historic Veterans Memorial Bridge made for beautiful photos!



Reach student Jessica George enjoying her first experience with Stream Studies!

(continued on page 2)

School Calendar

- **PSSA Testing** 4/9-4/27
- **Keystone Testing** 5/14-5/25
- **Memorial Day** 5/28
- **Last Day for Students** .. 6/7



Stream Studies (cont'd)

Despite the chilly conditions, five of our local families enjoyed getting away from their computers to get an added lesson in the world of STEM. Stream Study day camps are coming up later in springtime as well! All day camps and field trip information can be found on the Schoolhouse message board under the "School Outings" and "STEM" threads. The next two Stream Study day camps are as follows:

Prince Gallitzin State Park

966 Marina Road

Patton, PA 16668

LIVELESSON: Monday, April 23, 2018, 2:00pm

DAY CAMP: Monday, April 30, 2018—9:30am-2:30pm

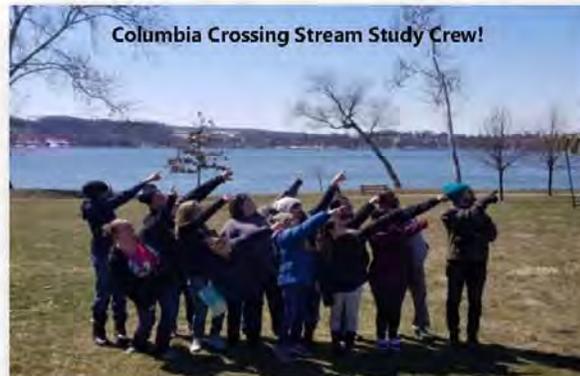
Ricketts Glen State Park

695 State Route 487

Benton, PA 17814

LIVELESSON: Wednesday, May 2, 2018, 2:00pm

DAY CAMP: Monday, May 7, 2018—9:30am-2:30pm



Easy as 3.14159265359!

Riding a Pizza in Philly??

Scott Stuccio, Marketing & Social Outreach

Once upon a time, the "pizza pie" was invented. It turned into an Italian-style treat that we've all come to enjoy. But you certainly can't tell Reach Cyber's STEM-focused staff



The LEGO WeDo Car Race!

"that's all it can be"! Did you ever think that you could take a RIDE on one?

To celebrate "Pi Day", simply known as March 14th, Harrisburg University's Philadelphia Campus opened its doors to our staff and local families to come and enjoy a

day of STEM fun. Our day camps were all showcased, with drones flying around the rooms; LEGO WeDo cars racing down the halls; e-gaming examples broadcast on a big screen; and, of course, the homemade hoverboard—



10th grader Jillian on the Pizza Pie Hoverboard!
Photo courtesy Jan Bush, KYW Radio, Philadelphia

impressively and graciously decorated by Reach's wonderful art teachers to look like a pizza pie! A great time was had by all, and Pi Day will be a sure-fire "STEM-tastic" celebration at Reach for years to come!

From our Principal

Dear Parents,



Make April awesome! I am looking forward to meeting many of you at state testing beginning next week! I will be in Reading on Tuesday, April 10; Philadelphia on Tuesday, April 17; Bethlehem, Thursday, April 19, and Harrisburg, Monday April 23-Thursday, April 26. Our new parent community coordinators will also be meeting with families across the state to form connections with you! Look for that announcement! Know that I deeply appreciate your child's participation in PSSAs and value the support you are providing! Reach families and students are the best! This schooling is a choice because of you—I believe in you!

With Gratitude,

Jane Swan
Principal
Reach Cyber Charter School

Reach's STEM Day Camps

So Many Opportunities Outside of the Classroom!

Following the huge success of our Back-to-School Days in September, many Reach teachers—under the guidance of STEM education Manager Mr. John McMurray—have given of their time and talents to run our STEM Day Camps. Many camps are on their second and third dates, and due to student response being overwhelmingly positive, plans are in the works to add even more camps in semester two.

Students and learning coaches should make frequent visits to your Connexus Announcements tab for more details and registration information. Day camp attendance is always preceded by a required LiveLesson®.

3-D Printing Camp - with Mr. Ague

[Click here for LiveLesson](#)

LiveLesson: April 5, 2:00pm

Stream Studies Day Camps—with Ms. Perri, Ms. Hitz, Ms. Rhodes and Mr. Cole

Prince Gallitzin State Park
966 Marina Road
Patton, PA 16668

LiveLesson: April 23, 2:00PM
Day Trip: April 30, 9:30AM-2:30PM

Ricketts Glen State Park
695 State Route 487
Benton, PA 17814

LiveLesson: May 2, 2:00PM
Day Trip: May 7, 9:30AM-2:30PM

Coding Camp - with Miss Shaffer

[Click here for LiveLesson](#)

LiveLesson: every Friday at 2:30pm



Reach for Good Health

Prepare Yourself for PSSA's!

Mrs. Ann Behnke, RN, CSN

Happy spring and Happy April! If you are a parent or student in grades 3-8, you know that April means PSSA testing is just around the corner. Let's take a minute to talk about getting ready for going to take the PSSA exams. What is a great perk of cyber school? Well, I bet some of you might say that you are able to "go to class" in your pajamas or maybe before you even brush your hair. If you take medicine, it's easy to schedule your medication times whenever you need to take it. Here's a helpful list of some things to remember for testing day:



Good Hygiene: remember that soap, a hairbrush and toothbrush are your friend on testing day! Feeling clean and shiny will help you wake up and be ready to do well on your test.



Eat a good breakfast or lunch before you start the test. It's hard to concentrate when your stomach is hungry! If you take a snack into the testing room, please make sure it is peanut-free, to be kind to our friends with allergies.



Medication: If you take a scheduled medication, please try to adjust the dose if at all possible so that it doesn't fall within the testing window. Please remember that the testing coordinators are not responsible for administering medication to your child. If your child needs medication, you will need to administer the medication outside of the testing room.



Emergency Medication (inhaler, epi-pen, and insulin): If your child requires any of these three medications AND they have a physician's order which states that they can carry their own medication, they may take the medication into the testing room with your written permission.

And finally – We will be traveling the state to meet YOU and do some height, weight, and hearing and vision screenings.

April 10th – Cumberland / Franklin County

April 11th – Fayette/ Washington County

April 12th – Mercer County

April 24th – Lancaster County

April 25th-27th – Dauphin County



Good Luck on the test and enjoy the rest of your school year!

Meet Our Teachers!

We will feature one of Reach's wonderful teachers in every edition of "Within Reach"!



MEET YOUR TEACHERS

HEATHER BERGER

Special Education Lead Teacher

FAVORITE LESSON TO TEACH: Math



WHAT IS YOUR FAVORITE THING ABOUT TEACHING AT REACH CYBER? Interacting with students and the wonderful faculty and staff we have here at Reach Cyber.

WHAT COLLEGE DID YOU ATTEND: Penn State University BS in Psychology and Alvernia University for Elementary Education, Special Ed., Masters of Education, and Administration Certification.

WHO WAS YOUR FAVORITE TEACHER GROWING UP: My 1st grade teacher Mrs. Opalenick was very tough but caring.

WHY DID YOU WANT TO BECOME A TEACHER: I started coaching and loved working with kids.

WHEN I'M NOT TEACHING YOU CAN FIND ME... On our farm caring for all the livestock or riding my horse. I am usually outside or coaching. My 4 kids keep me very busy.



REACH CYBER
CHARTER
SCHOOL
A Pennsylvania Connections Academy

6

Jane Swan, Principal • 750 East Park Drive, Suite 204 • Harrisburg, PA 17111 • (717) 704-8437

Reach Art Gallery

Our Students' Masterpieces are on Display Online!

Stephanie Deininger and Melissa Frederickson, Art Teachers

In December of 2016, Reach Cyber Charter School debuted its own online art gallery, within which lies the wonderful artwork created by our own students! The gallery, which features the work from students in grades Kindergarten through 11, will be updated monthly and is accessible in PowerPoint format. It can be found by clicking on the Schoolhouse - Reach Message Board, and then via the first link, "Art Gallery". Students are also encouraged to submit personal work that they might be creating outside of school via Webmail. Artwork for grades K-6 may be submitted to Mrs. Frederickson, and grades 7-11 may contact Mrs. Deininger. Enjoy the gallery!

Camren - Grade 11
Special Techniques Portfolio



Piola - Grade 7
Portrait in the Egyptian Style Portfolio



Kaila - Grade 7
Portrait in the Egyptian Style Portfolio

Testing Corner

Ms. Emily Bender, Testing Coordinator



Save the Dates - PSSA

Students in Grades 3-8 will take the Pennsylvania System of School Assessment (PSSA's) April 9th- April 27th.

Hip-Hip-Hooray! It's PSSA Day!

PSSA Testing starts for some students as early as next week. What better way to prepare for these tests than to have a **Pep Rally!** We are excited to announce that Reach will be offering its first-ever PSSA Pep Rally for Grades 3-5 and Grades 6-8.

We would love for you to bring your school spirit and join us for a fun time as we head into PSSA Testing. This is a great time to see some familiar faces, meet some new students, and to see some of the teachers that may be at your testing location. Just like any other Pep Rally, we will be doing some fun cheers, go over some "do's" and "don'ts," and read a fun book to alleviate any testing anxiety you may have.

Please join us on **Friday, April 6th, 2018** in [LiveLesson](#). Grades 6-8 will meet at 10:00am and Grades 3-5 will meet at 11:00am.

PSSA Testing Day

Site Leads are in the process of reaching out to introduce themselves and will be holding an information session specific to your testing location. Please watch your WebMail and Planner for a specific date, time, and LiveLesson room.

In detail, they will go over specific information that you need to know about your test site including when testing is, where to go, what to bring, and other information that you're not going to want to miss!



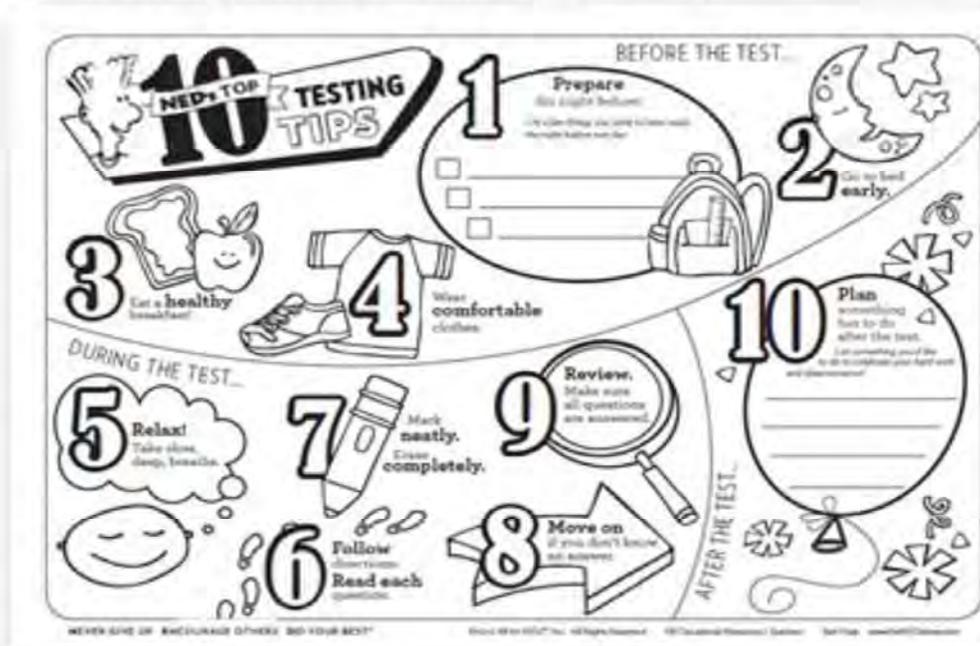
(continued on page 9)

Keystone Exams

PSSA's are finally here which means Keystone's aren't far behind. Although this test is a little different and for a different grade band, you can still study and prepare similarly to the PSSA's.

Are you wondering if you and your student are doing all you need to do to prepare for testing? [The U.S. Department of Education](#) offers some great "Do's" and "Don't's" when it comes to tests and testing. Please check out their website to ensure that your student is prepared before, during, and after they take the test.

[The National Education Association \(NEA\)](#) also offers some great solutions to common problems that occur when preparing for a test but when also taking the test itself. They offer a wide range of resources from alleviating test anxiety to increased learning outcomes.





WITHIN REACH

DECEMBER 2017



Jane Swan, Principal
750 East Park Drive, Suite 204
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Important Dates

(ReachCyberCharter.com/Events)

Parent Meet-the-Principals
December 19 - 12:30-1:00pm
(Info in Webmail)

Virtual Information Sessions:
December 13
January 8
January 18

Online Parent Panels:
December 9
December 12
December 14
December 18
January 3
January 5

A Winter Challenge for All!

Work Through Winter's Weeks With STEM!

Scott Stuccio, Marketing & Social Outreach Coordinator



At some point since the beginning of this school year, you have undoubtedly seen some STEM influence in at least one of your students' lessons. If not, you certainly will in the coming months!

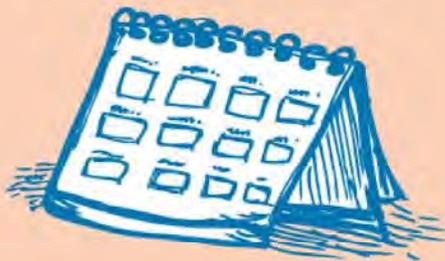
Since September, Reach has hosted a Back-to-School STEM Day and sent staff members to five others across Pennsylvania; we have held booth days for prospective families at two STEM "fairs"; we began five separate STEM day camps and are in the process of planning three others; we held a STEM-focused field trip day at three different PA locations; and we recently began our second year of virtual STEM Club, which will be complete with camp recaps, discussions using Reach's WeatherSTEM, and guest speakers from many different STEM disciplines.

So what is in store for the future? Now that a monthly STEM-focused lesson plan is a part of every Reach teacher's instruction, students have been coming forward with their desire to participate in our camps and are asking for more.

(continued on page 2)

School Calendar

- **Winter Break** 12/25-1/1
- **MLK Jr. Day** 1/15
- **First Semester End** 1/24
- **Teacher In-Service** 1/25
- **Second Semester Start** · 1/26
- **President's Day** 2/19



- **Spring Break** 3/29-4/2
- **PSSA Testing** 4/9-4/27
- **Keystone Testing** 5/14-5/25
- **Memorial Day** 5/28
- **Last Day for Students**... 6/7

Winter Challenge (cont'd)

Reach's STEM education manager Mr. John McMurray has devised a challenge for all students—something that they can start in the near future and work on over the upcoming holiday break.

Encourage your student to attend the next session of our virtual STEM Club to find out what lies ahead (See page 9), as well as their homeroom LiveLesson® on Wednesday, December 13th. One student in four different grade levels will even have a chance to win a great prize - as will his or her homeroom teacher!

Click the photo below, which links to a Connections Academy blog and might give a hint as to what is in store!



Upcoming Events

Decorate the Tree!

Attention students!
We want to make an annual tradition out of trimming our office tree - with YOUR ornaments!
All of you are invited to send your



decoration (with your first name and grade somewhere on it) to our offices at 750 East Park Drive, Suite 204, Harrisburg, PA 17111. We'll snap a photo of the completed work! Send your ornament by December 21st to be featured!

Parent Meeting

All parents are invited to attend an online parent meeting with our principal, Jane Swan, and assistant principals Michael Hinshaw, Nancy Wagner and LeeAnn Ritchie! The meeting will take place on Tuesday, December 19th from 12:30-1:00PM. Check your Webmail for more information in the coming days.

From our Principal

Dear Parents,



Warm wishes and thanks to you during this busy holiday season! Reach celebrates all of our staff, students and families for choosing this innovative education model!

Hard to believe that first semester will be over in just one and a half months! Monthly progress reports will be released again by December 22. This snapshot is a great opportunity to talk with your child about successes and ways to improve. One of the great advantages of virtual education is that courses never close and your child can take advantage of some downtime over the winter break, December 25-January 1, to catch up on work. Look for a webmail invitation for our virtual Title I Annual Meeting, December 13, from 11:00-12:00 to be held in my LiveLesson® room. Winter STEM challenge is right around the corner! Happy Holidays!

With Gratitude,

Jane Swan
Principal
Reach Cyber Charter School

Railroading with Reach!

Scranton, PA

Reach's first field trips of 2017-18 all took place on Friday, November 17th. Attempting to fulfill the school's mission of adding STEM to the daily routine, we made sure that even our field trips had that component.

November was National Model Railroad Month - and we quickly found out how many railroad aficionados we had among our families in the days leading up to November 17th! After a registration window of only 10 days, over 250 families were able to head out to one of three different locations in Pennsylvania to be entertained, to explore, and to learn all about railroading. Northeastern PA families (and even some from as far as Altoona) were treated to a day at the Steamtown National Historic Site and Electric City Trolley Museum. The Steamtown site is elaborate - and park rangers went above and beyond in escorting the Reach group through the complex.



Families exploring the roundhouse (above) and getting a tour from a site ranger (right).



Railroading with Reach! (cont'd)

Strasburg, PA

The second stop on "Railroading with Reach" day was in beautiful Lancaster County. Families that traveled to the town of Ronks were treated to a double feature - a ride on the historic Strasburg Railroad, and a stop at the National Toy Train Museum.



Due to the large number of families that attended this event, there were three separate train rides made available for us. Each ride aboard the authentic Victorian coach cars lasted 45 minutes, and featured a steam engine taking our families across the beautiful Amish countryside and back. It was a cold day, so hot chocolates were being poured constantly!



Clockwise from upper left: Reach families ride the rails; Strasburg conductor waving to us; eager families await their turn to go "All Aboard!"



Railroading with Reach! (cont'd)

Strasburg, PA (cont'd)

Following the fun ride, families made a short 3/4-mile drive around the corner to the National Toy Train Museum. There, students saw some of the most elaborate model train layouts around - on the very first day of the museum's Christmas-themed display! They even were able to run six separate interactive exhibits on their venture through the facility before taking home some neat souvenirs!

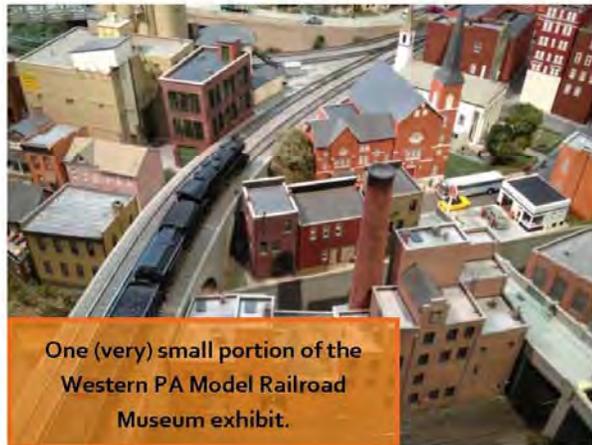


Excited families are amazed at the National Toy Train Museum layouts!



Gibsonia, PA

Western Pennsylvania families also had a fun visit with a history lesson added, at the Western PA Model Railroad Museum. The two-story facility featured a full-size model of the historic western Pennsylvania-to-Maryland Line as well as a full gift shop.



One (very) small portion of the Western PA Model Railroad Museum exhibit.

Spotlight: Response to Intervention (RTI)

Students can Keep Learning over Winter Break

By: Jennifer Pizzani, Intervention Specialist

Ms. Pizzani loves spending time with her daughter, as well as her extended family, and she loves this most of all during the holiday season! Year round, she is an avid hiker and reader. She also loves to write, and practice yoga. Another thing Ms. Pizzani loves is her job! Her favorite aspect of her position is finding the perfect way to reach each student as an individual learner. She loves working with families and teachers to brainstorm interventions, ideas for support, and everything else that goes into a truly personalized path to learning. Reach Cyber Charter School families are so lucky to be in an environment where they can take advantage of virtual learning opportunities, a robust curriculum, and flexible ways of learning. Every child here at Reach has a Personalized Learning Plan (PLP).



Need ways to engage your student, and make them an active participant in their learning? Need ideas to support a reluctant reader? Need study strategies? If so, please feel free to contact Ms. Pizzani by phone (570-218-8468) or Connexus Webmail.

Here are some of Ms. Pizzani's favorite ideas to keep learning over Winter Break!

- **Read for pleasure.** The winter break is the perfect time to put the textbooks on a shelf for awhile, and read for fun. Encourage relatives to give books as holiday gifts! Start a tradition of reading in front of the fireplace on a cold winter's night!
- **Let your child help in the kitchen** — Christmas cookies or Hanukkah potato latkes, all traditional holiday recipes also have good ole' fashioned math incorporated such as half-tablespoon and quarter-cup measurements that are great practice with fractions.
- **Ask for grocery list assistance.** Have your child help choose what to buy, decide how much you need, check your supplies to see what you've already got, write or draw pictures on the list, and sort coupons.
- **Let kids help with online shopping.** Need a last-minute gift for Grandma or Uncle Joe? Log onto your favorite shopping sites and let your child help you select presents. This helps children work on their computer and research skills.
- **Have a family game night.** Chances are many of your family's favorite board and card games reinforce skills such as counting, reading, and drawing. Gather the group to play games you usually don't have time for on school nights.

Reach's STEM Day Camps

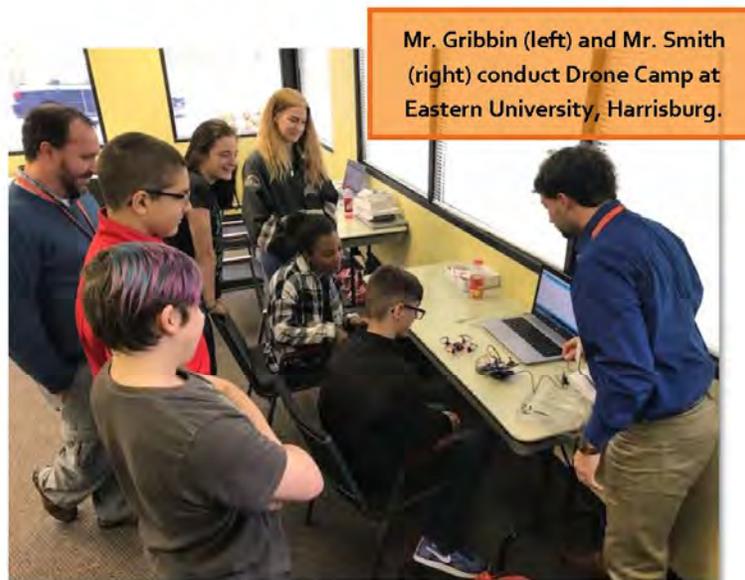
Student Interest Soars - Attendance Follows

Following the huge success of our Back-to-School Days in September, many Reach teachers—under the guidance of STEM education Manager Mr. John McMurray—have given of their time and talents to run our STEM Day Camps. Many camps have second and third dates already announced, and due to student response being overwhelmingly positive, plans are in the works to add even more camps in semester two.

Students and learning coaches should make frequent visits to your Connexus Announcements tab for more details and registration information. Day camp attendance is always preceded by a required LiveLesson®.

Drone Camp with Mr. Smith and Mr. Gribbin (Grades 8-11)

ALLENTOWN	Da Vinci Science Center 3145 Hamilton Blvd. Bypass Allentown, PA 18103	TUESDAY, DEC. 12 10:00AM-2:00PM
PITTSBURGH	Carnegie Science Center 1 Allegheny Avenue Pittsburgh, PA 15212	THURSDAY, JAN. 11 10:00AM-2:00PM



(Continued on page 9)

Day Camps (cont'd)

LEGO Mindstorm EV3 Camp with Mr. Tomassone and Ms. Bechtel (Grades 6-8)

ALLENTOWN

Da Vinci Science Center
3145 Hamilton Blvd. Bypass
Allentown, PA 18103

TUESDAY, DEC. 12
9:30AM-2:30PM



Coding Camp with Ms. Shaffer (Grades 3-6)

ONLINE

Ms. Shaffer's LiveLesson® Room
FRIDAYS, 2:30PM



Computer Science Week

Use Now and All Year!

In order to spread awareness about the importance of learning computer science, people and schools all over the world use this week to spread the word. Computer Science builds:

- Problem solving skills
- Critical thinking skills
- Resilience
- Analytical skills
- Creativity
- Cooperation
- Growth mindset, and so much more!

In order to help us celebrate this week, have your student complete coding for 1/2 to one hour or more each day! Here are some recommended websites:

www.code.org

www.kodable.com

www.playcodemonkey.com

<http://lightbot.com/hour-of-code.html>

<https://scratch.mit.edu/>

Most importantly, have fun!

STEM Club

Reach's next Virtual STEM Club Meetings:

GRADES K-5: Tuesday, December 12
12:00-12:30PM

GRADES 6-11: Thursday, December 14
12:00-12:30PM

All STEM Club meetings are in Mr. McMurray's LiveLesson® room!
Check your planners for the link!

Meet Your Teachers!

We will feature one of Reach's wonderful teachers in every edition of "Within Reach"!



MEET YOUR TEACHERS

SHERYL GLASSER

Special Education Lead Teacher,
Middle School

FAVORITE LESSON TO TEACH: Math

WHAT IS YOUR FAVORITE THING ABOUT TEACHING AT REACH CYBER? Working with the students and their families to ensure success is very rewarding!

WHAT COLLEGE DID YOU ATTEND: Westminster College

WHO WAS YOUR FAVORITE TEACHER GROWING UP:
Mr. Coil - He knew everything! He made class interesting by telling us random facts about the world and he told stories about why facts are true rather than just telling us the facts.

WHY DID YOU WANT TO BECOME A TEACHER: I love learning and I love to show students my excitement. The growth that they can make when they work hard creates pride that is contagious.

WHEN I'M NOT TEACHING YOU CAN FIND ME...In the park with my husband and family either walking, throwing a frisbee, playing soccer, or swimming.



Reach Art Gallery

Our Students' Masterpieces are on Display Online!

Stephanie Deininger and Melissa Frederickson, Art Teachers

In December of 2016, Reach Cyber Charter School debuted its own online art gallery, within which lies the wonderful artwork created by our own students! The gallery, which features the work from students in grades Kindergarten through 11, will be updated monthly and is accessible in PowerPoint format. It can be found by clicking on the Schoolhouse - Reach Message Board, and then via the first link, "Art Gallery". Students are also encouraged to submit personal work that they might be creating outside of school via Webmail. Artwork for grades K-6 may be submitted to Mrs. Frederickson, and grades 7-11 may contact Mrs. Deininger. Enjoy the gallery!



Hanna, Grade K
Circle Painting



Makayla, Grade 3
STEM Robotic Art Project



Colin, Grade 1
Clay Sculpture Portfolio

Testing Corner

Save the Dates

Students in Grades 3-8 will take the Pennsylvania System of School Assessment (PSSA's) April 9th- April 27th. Specific dates and locations will be announced in the upcoming weeks.



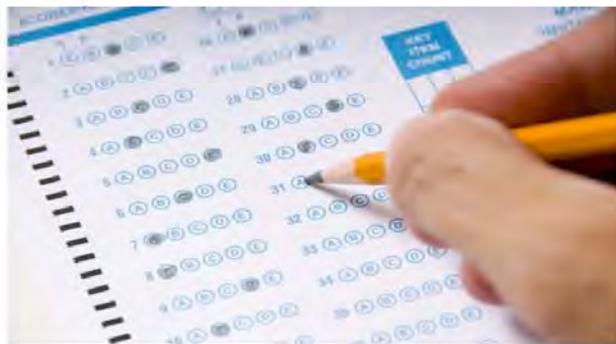
We will be giving away 24 Amazon Kindle Fires – one at each site. You don't want to miss out on this opportunity to not only meet your teachers and fellow classmates, but you could go home with a Kindle Fire as well!

Be Heard

Do you want your voice to be heard and share why you're excited about testing? Email the Reach State Testing Webmail Box for your chance to be in our next school newsletter.

Be Rewarded

As announced in the previous newsletter, students who attend the entire three days of PSSA testing will be entered into a raffle drawing. There will be a separate drawing at each testing site. So do you want to know what you could win just by coming to and participating in state testing? Drum roll please.....



Prepare Your Student

From Our Teachers:

"I am super excited to see and meet all of the students I get to work with. Testing is always a fun time to get out for a few days, meet friends you have made online and get a chance to show what you have learned. And with giveaways happening, it is even more exciting to come to testing this year!"

Mr. Andy Gribbin, 8th Grade Science Teacher

"I'm excited to see the students and their families! I love seeing new friendships form between students and also rekindling friendships that have already formed throughout the year."

Mrs. Angela Lavin, 2nd Grade Teacher

"Testing gives me a chance to meet our students face-to-face; this is my favorite part of testing! Last year, the students were excited to come back each day so that they could catch up and chat with their new friends and teachers. By the end of the week everyone was sad to say "goodbye!" The connections the students and their parents make during testing week is invaluable."

Ms. Kari Shaffer, 4th Grade Teacher

From Our Students:

"I'm excited for testing because I can't wait to meet some of the kids in my grade!"

Zachary, Grade 3

"Alana is excited about testing this year because this is when she gets to meet other kids possibly in her class. It's always good to meet different people and to make new friends. She has kept in touch with a few friends she met last year which is great!"

Alana's Learning Coach, Grade 4

*** Do you want your voice to be heard and share why you're excited about testing? Email the REACH State Testing Webmail Box for your chance to be in our next school newsletter! ***

1. Read to/with your child and make time to discuss what you've read.
2. Encourage reading for pleasure regularly.
3. Know what kind of homework teachers expect and make sure your child completes it.
4. Provide a regular, quiet place for your child to read or complete homework.
5. Set high expectations for grades and attendance.
6. Take an active interest in what your child is doing in school.



Special Education News



The Beauty of the Internet is that we're no longer tied to our communities by physical connections.

-Edward Snowden



Pennsylvania Coalition of Public Schools

Pennsylvania Coalition of Public Charter Schools is located in King of Prussia, Pennsylvania. Their website explains that the organization represents brick-and-mortar charter schools and cyber charter schools specific to Pennsylvania. Current articles are available, as well as resources in regard to curriculum, partnerships that benefit educators pursuing degrees related to teaching in K-12 Education settings, training opportunities, and Regional Member Exchanges. Pennsylvania Coalition of Public Schools also offers a school choices locator, much like trying to locate the closest Target or Home Depot near you! The website is a means to connect with other charter schools and local legislators. Check out their website:
<http://pacharters.org/>

ProjectMAX: Statewide Parent Network

"Pennsylvania families of students who receive special education services for their instructional needs are encouraged to join the Parent Network." To find out more information or to join the network, please contact PaTTAN @ 1-800-441-3215 or email Parent Partnership: parentnetwork@pattan.net

National Alliance for Public Charter Schools

This website explains what a charter school is, shares laws relating to charter schools in each specific state, and provides links to review data connected to charter schools in the same state. Families and stakeholders can review recent press releases, job boards, and professional development offerings. This website is an avenue for charter schools to build connections with other charter schools across the United States. The link to review the website is:
<http://www.publiccharters.org/get-the-facts/about-us/>



The Charter School Blog

A neat feature is their Charter School Blog: <http://blog.publiccharters.org/>

The Charter Blog featured on the National Alliance for Public Charter Schools features various updates and references to articles every few days.

National Charter School Resource Center

Learn More about Charter Schools and Resources for Families

This website is a national resource for educators, leaders, and families. The site is easy to maneuver, including offering filtering options and keyword searches. Families can search by focus area, audience, publications, videos, funding, events, and frequently asked questions. On the home page, widgets are available to learn more about charter schools, locate state resources, and upcoming events. Check out the website:
<https://charterschoolcenter.ed.gov/>

Resources through Reach Cyber Charter School!

Reach, in partnership with *Connections Academy*, offers a Virtual Learning Connections Blog. Families can find information on a range of topics-from sample daily schedules to ideas to make sure their son/daughter is career ready.
<http://blog.connectionsacademy.com>

Jennifer Berry-Propst, Senior Mgr. of Special Education

School Contacts

At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.-Jane D. Hull



Staff Corner: Mrs. Vitorio is our kindergarten, first and third grade learning support teacher at Reach.

(Q): What is something special or unique about you?

(Mrs. Vitorio) I have gone sky diving and visited 7 countries.

(Q): What is something special or unique about Reach Cyber Charter?

(Mrs. Vitorio) The personalized instruction and time flexibility.

(Q): Who would you like to eat dinner with and why?

(Mrs. Vitorio) My Babci (grandma); she passed away before I married or graduated.



Ms. Thompson is our gifted teacher and one of our 504 Coordinators.

(Q): What is something special or unique about you? **(Ms. Thompson)** I have two daughters, my youngest, who is 24 years old, is diagnosed with an "unspecified" syndrome. She also has a seizure disorder, apraxia speech, and hypotonia (low muscle tone). She was my inspiration as I got my Special Education certification.

(Q): What is something special or unique about Reach Cyber Charter? **(Ms. Thompson)** All of the employees show much positivity that there's no way to be unhappy at your job. I love it here!!

(Q): Who would you like to eat dinner with and why? **(Ms. Thompson)** My mother. She was my best friend and my rock. I still miss her every day.

Scoop on Support

Family Connections Coordinators support our Learning Coaches-You!

Virtual Monthly Check-In

Reach Family Connections Coordinators (FCCs) will host 30-minute, interactive, informal monthly check-in LiveLesson® sessions. We will host two sessions on the following days and times throughout the school year:

December 2017
Friday 8th @ 5:30 pm

January 2018
Thursday 11th @ 5:30 pm
Friday 12th @ 9:30 am

February 2018
Thursday 8th @ 9:30 am
Friday 9th @ 5:30 pm

A time to interact with other parents, caregivers, and learning coaches. Talk with your FCC to schedule!

Important Dates...

Progress Monitoring: Completed by Case Managers by Monday, December 18th, 2017.

Progress Reports: Provided by Friday, December 22nd, 2017.

Winter Break: No School in Session-December 25, 2017-January 1, 2018. ☺



Jennifer Berry-Propst
Senior Manager of Special Education

Judy Webb
Administrative Assistant for SpED
Phone: 717-288-5359
Fax #: 717-635-8561

Special Education Case Managers:
New!-We welcome Mrs. Megan Byers as one of our 10th grade case managers.

New!-We welcome Mrs. Toshia Snead as our transition coordinator.

In the works!-Assistant Manager of Special Education.

In the works!-Adding an additional Special Education Administrative Assistant.

**Parent Survey and Student Survey!
Your Feedback is Valuable**

As part of the Cyclic Monitoring Audit being conducted by the Pennsylvania Department of Education, please complete the **Parent Survey** (25 statements) from Leader Services. To complete the survey, go to: <http://apps.lead erservices.com/ParentSurvey>. For the Study Survey, students should go to: <http://apps.lead erservices.com/StudentSurvey> (This is for students 14 years of age or older). Thank you for sharing you're your feedback!

Reach Staff Directory



Principal	Jane Swan	<i>Elementary (K-5)</i>	Tonya Ake Jessica Baker Emily Bender Karen Bookwalter Milvana Eichelberger Amanda Fratzola Denise Gamoneda Cyndee Hitz Angela Lavin Danielle Leibig Emily Perri Christy Purnell Kari Shaffer Alicia Swope Toni Talipan Jill Vukmanic Anita Williams Ashley Zimmer
Assistant Principals <i>High School</i> <i>Middle School</i> <i>Elementary School</i>	Michael Hinshaw Nancy Wagner LeeAnn Ritchie		
Senior Mgr, Special Education	Jennifer Berry-Propst		
Special Education Case Mgrs. <i>Grade K, 1, 3</i> <i>Grades 2, Compass K-5</i> <i>Grade 4</i> <i>Grade 5 & Lead</i> <i>Grade 6</i> <i>Grade 7</i> <i>Grade 8</i> <i>Grade 9</i> <i>Grades 9-10</i> <i>Grade 10</i> <i>Grades 10-11 & Master Gifted/504 Coord.</i> <i>Compass (6-11)</i> <i>Transition Coord.</i>	Lauren Vitorio Cate Remaley Lauren Stroup Heather Berger Whitney Ford Deb Schaeffer Kaitlyn Neary Sheryl Glasser Jeremy Trostle Julia Rae Starr Sandra Aberts Sheree-Lee Knorr Megan Byers Sheila Perez Kim Thompson Nicole LeCause Toshia Snead	<i>Master, Middle School</i> <i>Lead, Middle School</i> <i>Middle (6-8)</i>	Cody Smith Stephanie Bost Jacquelyn Barna Jane Bechtel Cody Derr Sarajane Desmond Andy Gribbin Sophia Hinkle Connie Horn Beth Rafferty Sara Schlosbon Andrea Schuster David Tomassone Stephanie Weirich Gregory Ziegler
Marketing/Social Outreach	Scott Stuccio		
STEM Education Manager	John McMurray		
Attendance Coordinator	Amanda Spofford		
Business Manager	Karen Yeselavage		
Counselors <i>Manager of Counseling</i> <i>High School</i> <i>Middle School</i> <i>Elementary School</i>	Rachel Parker Rachel Lavelle Erik Wiedman Audrey Ehrman Stacey Roman Natasha Nayduch	<i>Master, High School</i> <i>Lead, High School</i> <i>High (9-11)</i>	Kelley McConnell Christine Pulizzi Jennifer Berman Erica Carroll Michael Cole Jill Juka Cam Kasales Amber Keim Kimberly Palm Jenna Piaskowski Steve Reider Lindsey Rhodes Jennifer Sayers Grace Smith Melissa Stanelonis Brian Uniacke
State Testing	Eric Scheib		
Administrative Assistants	Lisa Haverl Clara Keepports Kristin Spofford Chris Titzel Judy Webb Ana Perez Enid Melendez		
Nurse	Ann Behnke	<i>Art (K-5)</i> <i>Art (6-11)</i> <i>ELL</i> <i>Phys. Ed.</i> <i>Spanish</i> <i>Business/Technology</i>	Melissa Frederickson Stephanie Deininger Eileen Snover Tiffany Garber Becky Shields Paula Cabrera John Coates Christine Kennedy
Intervention Specialist <i>Reading Specialist</i> <i>Math Specialist (K-5)</i> <i>Math Specialist (6-11)</i>	Jennifer Pizzani Judy Bannister Tom Romanchick Raelee Sweigart		
Teachers <i>Master, Elementary</i> <i>Lead, Elementary</i>	Jamie Miedel Erin Kessel		



WITHIN REACH

OCTOBER 2017

Jane Swan, Principal
750 East Park Drive, Suite 204
Harrisburg, PA 17111
(717) 704-8437



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Important Dates

(ReachCyberCharter.com/Events)

October 23: Online Parent Panel

October 24: Virtual Info Session

October 25: Online Parent Panel

October 31: Online Parent Panel

November 2: Online Parent Panel

November 5: JDRF One Walk, Harrisburg

November 6: Online Parent Panel

November 9: Virtual Info Session



All in the Name of STEM

It may be a popular acronym now, but it is also the very reason that Reach Cyber Charter School exists.



With Reach's second school year already well underway, teachers and students have been - and will be - seeing the word STEM on a daily basis. Science, Technology, Engineering, and Math literally define STEM, but Reach takes it many steps further. At our year-opening professional development, teachers learned how to incorporate at least one STEM-focused lesson each month into their students' routine. This very idea expanded into our Back-to-School Days, which are featured throughout this issue.

The statewide Back-to-School Days then spawned the planning of STEM Day Camps - combinations of LiveLessons and in-person field trips - that are being scheduled now. All such camps are listed on your student and learning coach Announcements tab on your Connexus home page.

We are grateful that Reach's STEM brand is really taking off in 2017-18, and are excited to share many more initiatives taking place in the coming months!

Jane Swan, Principal • 750 East Park Drive, Suite 204 • Harrisburg, PA 17111 • (717) 704-8437

1

School Calendar

- Halloween 10/31
- Veteran's Day..... 11/10
- Thanksgiving Break..... 11/23-11/27



- Winter Break 12/25-1/1
- MLK Jr. Day 1/15
- First Semester End 1/24
- Teacher In-Service..... 1/25
- Second Semester Start · 1/26
- President's Day 2/19
- Spring Break 3/29-4/2
- PSSA Testing 4/9-4/27
- Keystone Testing..... 5/14-5/25
- Memorial Day 5/28

Back-to-School Days!

Harrisburg - September 8

The planning for our Back-to-School Days began far back into the early summer. With planning by STEM education manager John McMurray, and the retooling of some ideas from two other Connections Academy schools, the blueprint for six "STEM celebrations" was laid out. It would involve activities for students; a chance for parents to ask questions about Connexus and other school topics; and an environment in which students and learning coaches alike could meet with school administrators, counselors, and other Reach families.



Principal Jane Swan with 3rd grader Damion, teachers Erica Carroll and Erin Kessel, family and friends.

Following the school's professional development week, the plans were finalized. And just three days into the school year, 47 families joined us to celebrate Reach's second year and full commitment to enriching students' minds with STEM opportunities.

Back-to-School Days (cont'd)

Philadelphia - September 12

Not since an early 2016 field trip to Independence Hall and the Liberty Bell has our school had a turnout like it did in Philadelphia on September 12. Over 145 families - which amounted to much more than 400 people - attended our Back-to-School Day at the Franklin Institute.

Being an indoor venue in the heart of downtown Philadelphia, we were unable to present every activity that we planned for the first day and future dates.

However, the ground floor classrooms of the Institute were bustling into the evening as students built their very own solar cars, launched objects with catapults, learned about drones, attempted to undo an electrically-charged magnet, and powered various objects with a bicycle generator.

During our stay, families were able to explore other parts of the Institute.

Local television station 6-ABC was even present to provide live news coverage during their 5:00 p.m. newscast. A great, STEM-filled time was had by all!



Assistant principal Michael Hinshaw working the magnet activities.



8th grade teacher Sophia Hinkle supervising the solar car build



Back-to-School Days (cont'd)

Allentown - September 14

An unexpectedly sun-filled day greeted the traveling crew just two days later, when



**DA VINCI
SCIENCE
CENTER®**

Center even saw what we were doing and expressed serious interest in our school!

Reach's Back-to-School Days came to the Lehigh Valley. Having worked with the staff of the Da Vinci Science Center on several prior occasions, it was a must to return to the facility. With its wide-open ground floor full of hands-on exhibits, its upstairs complete with three classrooms and laboratories, and its large grounds, it was easy to bring all of our STEM activities for students to try - including Mr. McMurray's solar-powered pedal car.



Counselor Audrey Ehrman, special education teacher Whitney Ford and Angela Lavin getting set to welcome Reach families.



39 families were able to make it to

Allentown on this warm Thursday evening. Several families visiting the

2nd grade teacher/accomplished driver Angela Lavin with her students.

Local station WFMZ-TV was also on hand, and provided coverage that appeared both on television and online.



Back-to-School Days (cont'd)

W-B/Scranton - September 26



8th grade teacher Cody Smith giving student and helper Tony a pre-flight lesson in drones.



The hottest day of the year in northeastern Pennsylvania didn't deter what became the "Reach STEM Tour" from rolling to its fourth stop!

The beautiful, historic Wilkes-Barre Campus of Penn State University was our gracious host on September 26. The sprawling grounds provided the perfect

amount of space for students to take rides in the solar car, launch catapults and watch drones take flight.

Inside, students had the bicycle generator working overtime as the self-powered fan proved to be the popular help from the 93-degree heat!

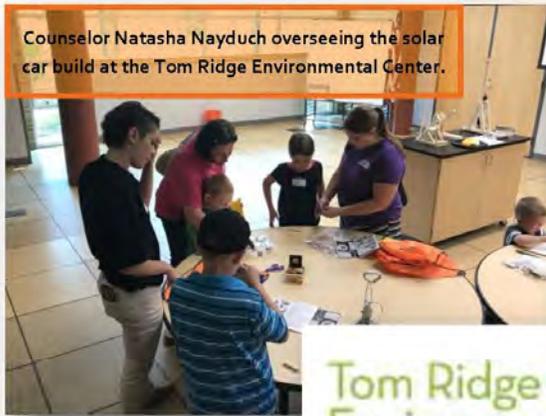
A total of 65 people came out to enjoy the day with us, along with local stations WNEP-TV and WBRE-TV.



Back-to-School Days (cont'd)

Erie - September 27

With solar car and bicycle generator in tow and with a truck packed to the gills with STEM goodies, the crew took the four-hour, 45-minute drive from Wilkes-Barre all the way to the shore of Lake Erie. All of Erie's four local television stations were present to provide wonderful coverage of our visit.



Counselor Natasha Nayduch overseeing the solar car build at the Tom Ridge Environmental Center.



Reach-clad students and their parents building their own solar cars.



The Tom Ridge Environmental Center, located at the entrance to Presque Isle State Park in Erie, was our host for the day. Assistant principal of middle school Nancy Wagner was our designated solar car driver, and while the car carried some of our 23 family members around the parking lot, others were inside building their own solar cars and comparing three differently-built catapults. 8th grade teacher Andy Gribbin, our northwestern PA aficionado and drone expert, showed our students some of the basics of coding drones.



8th grade teacher Andy Gribbin demonstrating CoDrones to a local Reach family

Field Trips and School Events

Pittsburgh - September 28

Known as the "Steel City", Pittsburgh became "STEM City" on September 28 when Reach rolled into the Carnegie Science Center. A picture-perfect day allowed for hours of rides in the solar car, while Carnegie's new SportsWorks exhibit was an entertaining environment in which to welcome 45 of our enrolled students and their learning coaches.

Many Reach teachers from all over Pennsylvania graciously gave of their time and traveled to meet some western Pennsylvania families.



The solar car ready to roll outside Pittsburgh's iconic Heinz Field.

Reach's Back-to-School Days were certainly a collective success. Planning is already underway for next year!

We would like to thank every family that attended our events across Pennsylvania, and hope that you had as much fun as we did in meeting and working with you. Here's to a great 2017-18 school year!



Building solar cars inside the Carnegie Science Center.

Reach's wonderful group of FCC's paid a surprise visit to our western PA families!



Meet Your Teachers!

We will feature one of Reach's wonderful teachers in every edition of "Within Reach"!



MEET YOUR TEACHERS

EMILY BENDER

Kindergarten

FAVORITE LESSON TO TEACH: Story elements and sequencing along with addition and subtraction.

WHAT IS YOUR FAVORITE THING ABOUT TEACHING AT REACH CYBER? Meeting the families who join us and hearing all about their journey and why they chose Reach Cyber.

WHAT COLLEGE DID YOU ATTEND: Bloomsburg University

WHO WAS YOUR FAVORITE TEACHER GROWING UP: Mrs. Doncheski was my 1st grade teacher and she inspired me to become the teacher I am today. Her genuine care for each and every student made us feel welcome and important in the classroom which led to greater learning outcomes.

WHY DID YOU WANT TO BECOME A TEACHER: Not only did Mrs. Doncheski inspire me but so did my mom as she was a teacher.

WHEN I'M NOT TEACHING YOU CAN FIND ME... Kayaking, cooking, reading a book, spending time with family, and walking my 4-legged fur baby.



A Pennsylvania Connections Academy

Reach Art Gallery

Our Students' Masterpieces are on Display Online!

Stephanie Deininger and Melissa Frederickson, Art Teachers

In December of 2016, Reach Cyber Charter School debuted its own online art gallery, within which lies the wonderful artwork created by our own students! The gallery, which features the work from students in grades Kindergarten through 11, will be updated monthly and is accessible in PowerPoint format. It can be found by clicking on the Schoolhouse - Reach Message Board, and then via the first link, "Art Gallery". Students are also encouraged to submit personal work that they might be creating outside of school via Webmail. Artwork for grades K-6 may be submitted to Mrs. Frederickson, and grades 7-11 may contact Mrs. Deininger. Enjoy the gallery!



Hailey, Grade 7
Emphasizing Perspective Portfolio

Colton, Grade 9
Photo Assignment



Kayla, Grade 8
Painting Portfolio

Testing Corner



Save the Dates

Students in Grades 3-8 will take the Pennsylvania System of School Assessment (PSSA's) April 9th-April 27th. Specific

dates and locations will be announced in the upcoming weeks.

across the state on Pennsylvania. With the reduction in testing days and the addition of testing sites, we're hoping to make testing season easier on our families.

Please check your Webmail on a regular basis as specific announcements including dates and locations will be coming soon. In addition, each newsletter will feature updates on state testing to keep you informed and prepared!

Testing Importance

Reach staff is busy preparing for the upcoming required tests that will occur during the spring semester. State testing is an important part of the school year and gives our students the opportunity to demonstrate what they have learned. In addition, these mandatory state tests help compare students to standards set by the Pennsylvania State Board of Education.

New Testing News

New this year, Governor Tom Wolf approved a reduction in the amount of tests, which allows us to reduce testing by one day. Students in Grades 3, 5, 6, and 7 will test in Language Arts and Mathematics for 2 days; Grades 4 and 8 will test in Language Arts, Mathematics, and Science for 3 days. Also new this year at Reach, we will have 24 testing sites in 24 counties



Prepare Your Student

Information on Keystone Exams will be coming at a later date. Be sure to check Webmail and future school newsletters for more information on these high school level tests.

Get Ready Now

You might be asking yourself, "What can I do to prepare my student for testing?" As the Learning Coach/Caretaker, you play an important role in helping students give their best performance. The guidelines in the column to the right can help set our students up for success.

1. Read to/with your child and make time to discuss what you've read.
2. Encourage reading for pleasure regularly.
3. Know what kind of homework teachers expect and make sure your child completes it.
4. Provide a regular, quiet place for your child to read or complete homework.
5. Set high expectations for grades and attendance.
6. Take an active interest in what your child is doing in school.



Special Education News



Staff Corner: Meet the Manager of Special Education, Mrs. Jennifer Berry-Propst.

Mrs. Berry-Propst enjoys spending time with her family and close friends. She can be found on the soccer field coaching her son's 4-year-old soccer team or attending her 9-year-old daughter's many dance events. She celebrated her 18th wedding anniversary on the October 9.

(Q): What is something special or unique about you?

(Mrs. Berry-Propst) I have had diverse experiences as a teacher, specialist, and as an elementary principal. One of my favorite highlights of my career was developing an elementary life skills program in Danville, PA.

(Q): What is something special or unique about Reach Cyber?

(Mrs. Berry-Propst) Hands-down the positive work environment, servant-oriented leadership, and commitment demonstrated by the teachers daily to meet the needs of our students. They REACH to great lengths to help our students be successful!

(Q): With whom would you like to eat dinner and why?

(Mrs. Berry-Propst) Eleanor Paine, my cousin's grandmother, whom we would see when we visited Cape Cod, Massachusetts to see my dad's sister and her family. Eleanor was kind, always had a story to make us laugh, and took us blueberry picking. I can still remember her blueberry pies and pazelle cookies with sprinkled sugar.

Red Ribbon Week

October 23rd: Team up Against Drugs (wear favorite team Jersey)

October 24th: Dress Your Best! (Wear a nice shirt/dress, etc.)

October 25th: Put a Cap on Drugs (Hat Day)

October 26th: Sock it to Drugs! (Crazy Sock Day)

October 27th: Show Good Character (Dress as your favorite book character, movie or TV character or musician)



Scoop on Attendance

"Every school day counts in a child's academic life. A missed school day is a lost opportunity for students to learn."

It's Pennsylvania Law:

- *Unexcused absences 1 & 2: Families notified.
- *Unexcused absence 3: Letter and school will schedule a meeting to determine cause and create a SAIP; Student Attendance Improvement Plan.
- *Unexcused absence 4: School must file with the home district who in turn is required to make a referral with the local magistrate.
- *Unexcused absence 6: A report is filed with Children and Youth. Child is also considered habitually truant and a discipline code is assigned which is reported to the state.

How can you avoid negative consequences of a missed school day?

- **Log attendance daily*
- **Notify school of upcoming appointments and/or provide an excuse upon returning to school.*
- **Notify school in advance when planning an educational trip*
- **Attend LiveLessons (highly recommended). Recorded too!*

School Contacts

Jennifer Berry-Propst

Senior Manager of Special Education

Judy Webb

Administrative Assistant for Special Education

Phone: 717-288-5359

Fax: 717-635-8561

Special Education Case Managers:

Cate Remaley: K-2

Lauren Vitorio: Grade 3

Lauren Stroup: Grades 4-5

Heather Berger: Grade 5

Whitney Ford: Grade 6

Deb Schaeffer: Grades 6-7

Kaitlyn Neary: Grade 7

Sheryl Glasser: Grades 7-8

Jeremy Trostle: Grade 8

Sheree-Lee Knorr: Grades 9-10

Sheila Perez: Grades 10-11

Kim Thompson:
Gifted/504 Coordinator

Nicole LeCause:
Compass Learning



Reach Staff Directory

Principal	Jane Swan
Assistant Principals	
<i>High School</i>	Michael Hinshaw
<i>Middle School</i>	Nancy Wagner
<i>Elementary School</i>	LeeAnn Ritchie
Manager, Special Education	Jennifer Berry-Propst
Marketing/Social Outreach	Scott Stuccio
STEM Education Manager	John McMurray
Attendance Coordinator	Amanda Spofford
Business Manager	Karen Yeselavage
Manager of Counseling	Rachel Parker
Counselors	
<i>High School</i>	Rachel Lavelle, Erik Wiedman
<i>Middle School</i>	Audrey Ehrman, Stacey Roman
<i>Elementary School</i>	Natasha Nayduch
State Testing	Eric Scheib
Administrative Assistants	Lisa Haverl, Clara Keeperts, Kristin Spofford, Christine Titzel, Judy Webb
Nurse	Ann Behnke
Teachers	
<i>Kindergarten</i>	Tonya Ake, Emily Bender, Cyndee Hitz
<i>Grade 1</i>	Toni Talipan, Anita Williams, Ashley Zimmer
<i>Grade 2</i>	Jessica Baker, Angela Lavin
<i>Grade 3</i>	Milvana Eichelberger, Erin Kessel
<i>Grade 4</i>	Emily Perri, Kari Shaffer
<i>Grade 5</i>	Danielle Leibig, Christy Purnell, Alicia Swope
<i>Grade 6</i>	Jacquelyn Barna, Jane Bechtel, Beth Rafferty
<i>Grade 7</i>	Stephanie Bost, Sarajane Desmond, Christine Pulizzi, Stephanie Weirich
<i>Grade 8</i>	Andy Gribbin, Sophia Hinkle, Cody Smith, David Tomassone
<i>Grade 9</i>	Jennifer Berman, Erica Carroll, Michael Cole, Cam Kasales, Amber Keim, Jenna Piaskowski, Steve Reider
<i>Grade 10</i>	Jill Juka, Lindsey Rhodes, Jennifer Sayers
<i>Grade 11</i>	Grace Smith, Melissa Stanalonis, Brian Uniacke
<i>Art</i>	Melissa Frederickson, Stephanie Deininger
<i>ELL</i>	Eileen Snover
<i>Phys. Ed.</i>	Tiffany Garber, Becky Shields
<i>RTI</i>	Jennifer Pizzani
<i>Spanish</i>	Paula Cabrera
Reading Specialist	Judy Bannister
Math Specialist	Raelee Sweigart



APPENDIX K
AGENDAS AND SIGN-IN SHEETS FROM PARENT AND/OR COMMUNITY EVENTS

This appendix includes the following:

- Sign in sheet for Title I Parent Meeting on December 13, 2017
- Agenda for the Reach Open Parent Meeting from June 2, 2017

Title I Parent Meeting

December 13, 2017

LiveLesson Recording:

<http://www.connexus.com/external/singleSignOn/launch.aspx?staticId=liveLesson&url-path=p4k4in4mx5t&domain=ww3.livelesson.com>

Agenda:

1. Title I Guidelines
2. Goals of Title I
3. Why we have the meeting
4. What does Title I mean to Reach
5. Summary of current plan
6. Parent compact

Leadership attendees:

Jane Swan,
Michael Hinshaw, AP HS
LeeAnn Ritchie, AP Elem
John McMurray, STEM Education Manager
Nancy Wagner, AP MS
Kelley McConnell, Master Teacher, HS
Cody Smith, Master Teacher, MS
Jamie Miedel, Master Teacher, Elem
Christine Pulizzi, Lead/SS Teacher HS
Stephanie Bost, Lead/Math Teacher MS
Erin Kessel, Lead/ 4th grade teacher Elem
Sheila Perez, Master Teacher, Special Education
Heather Berger, Lead Teacher, Special Education
Sheryl Glasser, Lead Teacher, Special Education
Jennifer Pizanni, Intervention Specialist
Karen Yeselavage, Business Manager
Scott Stuccio, Social Outreach and Marketing Manager
Andrew Gribbin, MS Science Teacher

Parents

Ja'Leesha Sanderson
Jason Yucha
Julie Marconi
Mary Tressler
Nancy Landry
Ami Battle
Sheila Youger
Walter Laird
Monica Boble
Christsine Rebernik
Jessica Notari

Phil McLaughlin
Elisabeth Blacker
Kelly Verworren
Raquel Batchelor
Justine Bupp
Tina Kenney
Adrienne Robiski
Latifah Muhammad
Tara Rader
April Urias
Maylene Williams
Tamara Robinson
Drami Beckett
Bambi Leech
Tammy Peelor
Heather Cooke
Rose Webb
Bernice Jean-Baptiste
Kafi Meekins
Carinna Benner
Diana Luengas
Jennifer Stonebrook

Reach Open Parent Meeting: June 2, 2017

1:00-1:45 p.m.

Welcome

Calendar review for 17-18

Reflection on 16-17

Shared what Reach did this year and then asked for parent reflection

Those who attended events, enjoyed them

Want more across the state

Parents want to facilitate gatherings and organize meeting

Next year

10 parents raised their hands to help organize events across the state next year

Suggestions for parent involvement: gathering at parks

STEM activities across the state

Back to school events

Parents leading the events and organizing

Closed Facebook pages to share events in their regions

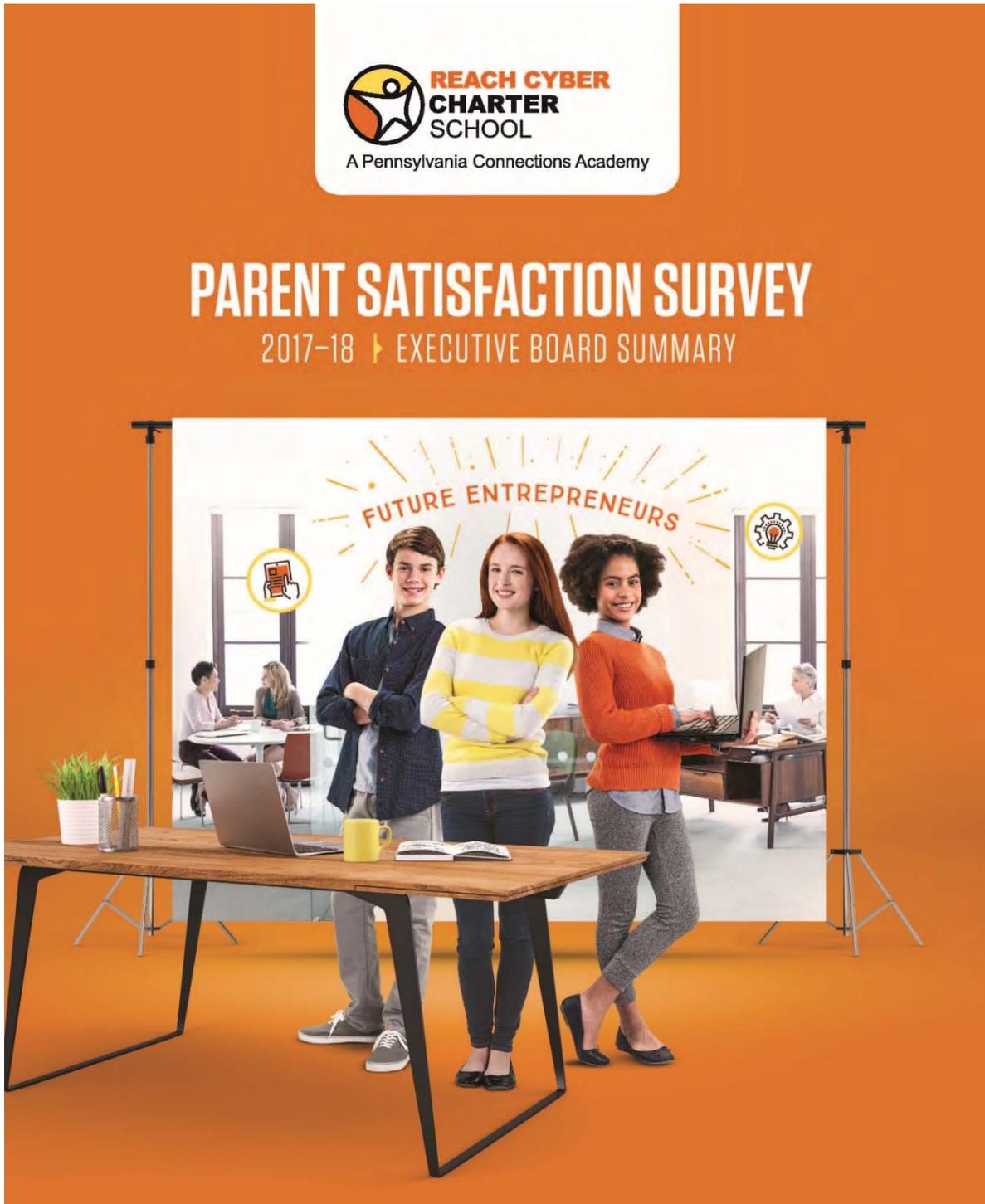
APPENDIX L

SURVEYS AND RESPONSE SUMMARIES CONDUCTED BY THE SCHOOL

This appendix includes the following:

- Parent Satisfaction Survey (2017-18 Executive Board Summary)
- 2017 -18 School Engagement Survey
- 2017-18 School Engagement Survey Questions

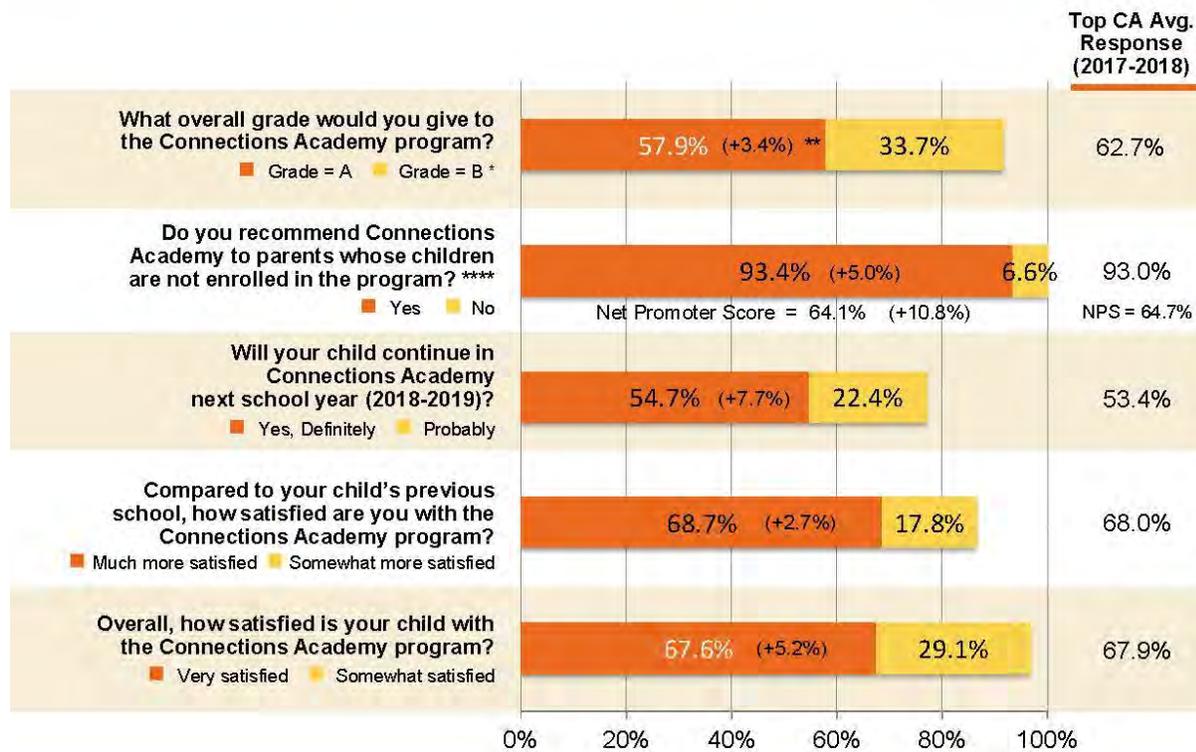
PARENT SATISFACTION SURVEY (2017-18 EXECUTIVE BOARD SUMMARY)



Reach Cyber Charter School Parent Satisfaction Survey 2017–2018 Executive Summary



Satisfaction with the Connections Academy Program



* First two response options.

** Percentage point change from 16-17 to 17-18, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

A-1

**** Survey rating: Yes = 6 to 10; No = 0 to 5; Net Promoter Score (NPS) = (10 + 9) - (6 to 0)

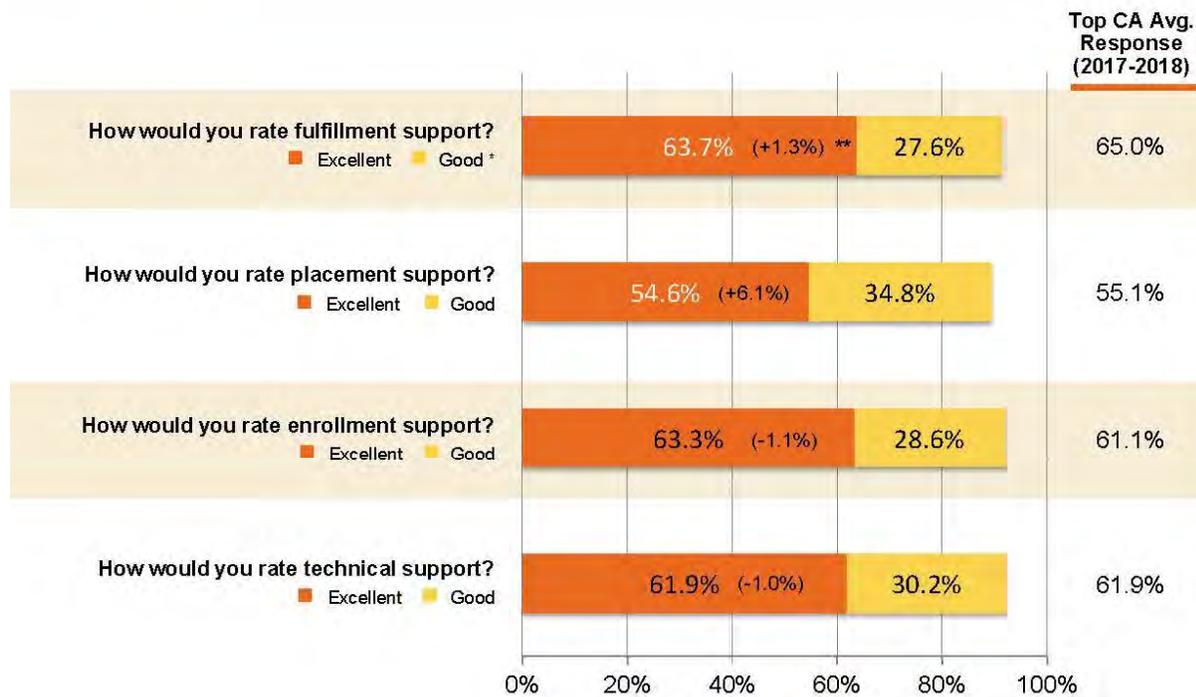
Reach Cyber Charter School

Parent Satisfaction Survey 2017–2018

Executive Summary



Support



* First two response options.

** Percentage point change from 16-17 to 17-18, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

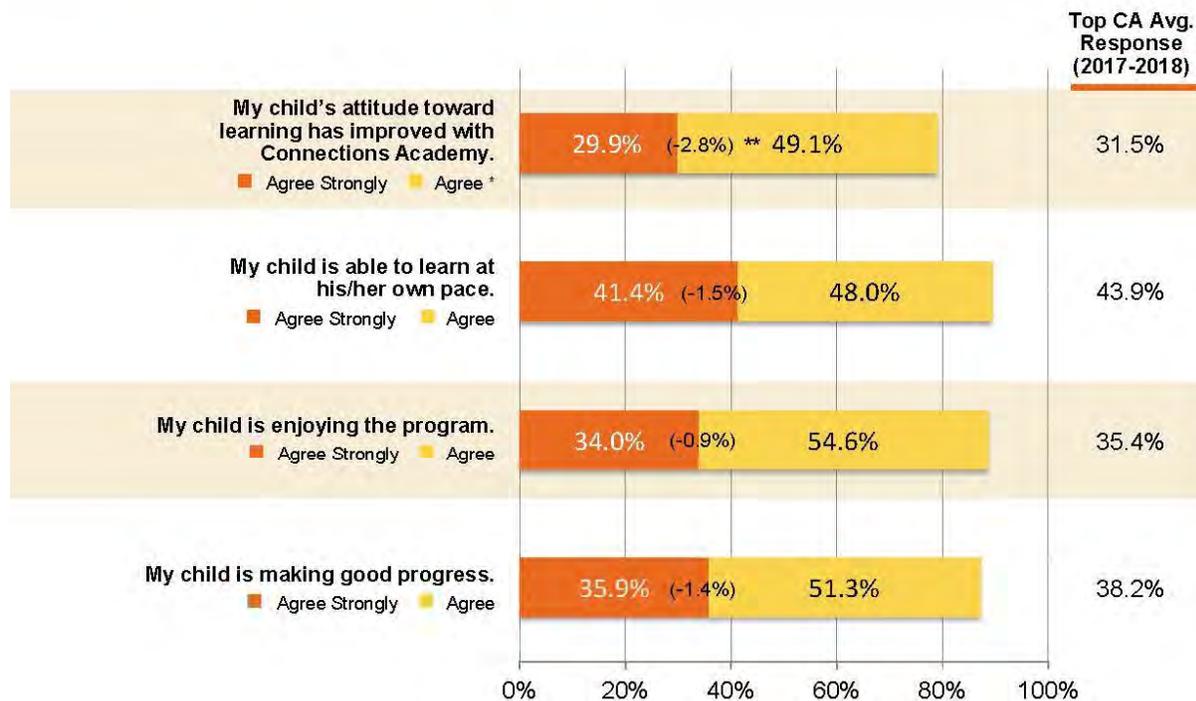
Reach Cyber Charter School

Parent Satisfaction Survey 2017–2018

Executive Summary



Academic and Emotional Success



* First two response options.

** Percentage point change from 16-17 to 17-18, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

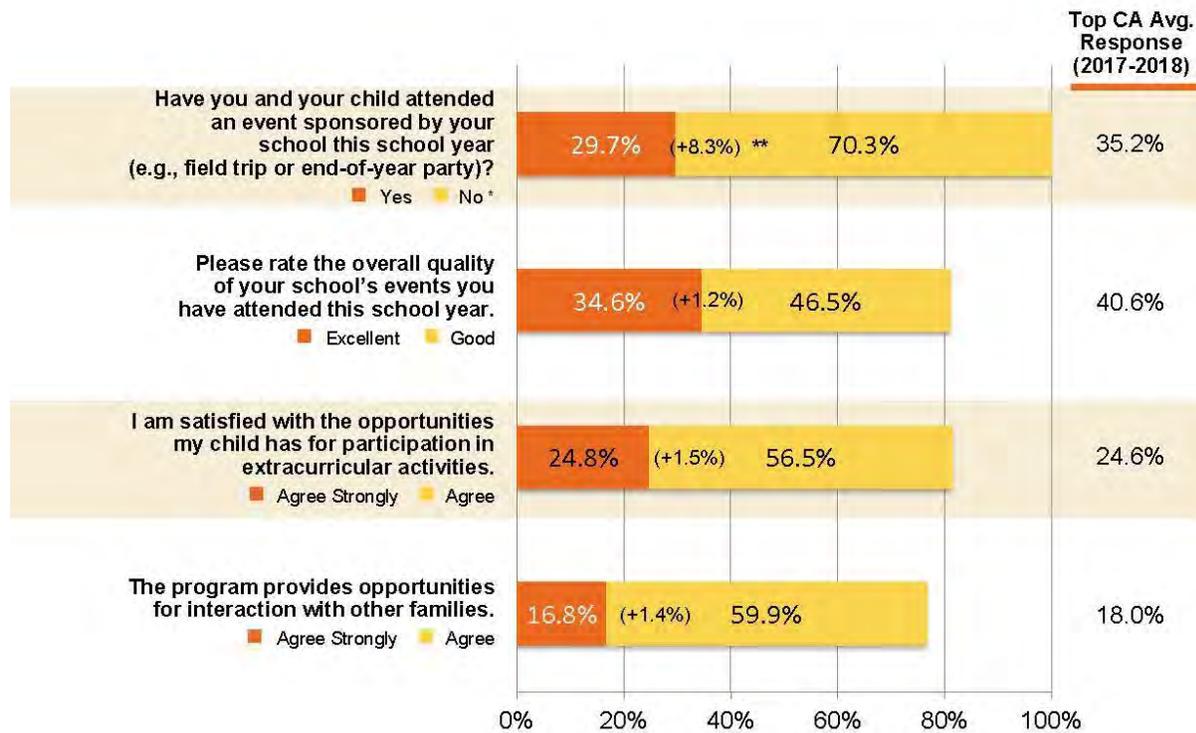
Reach Cyber Charter School

Parent Satisfaction Survey 2017–2018

Executive Summary



Socialization and Interaction



* First two response options.

** Percentage point change from 16-17 to 17-18, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

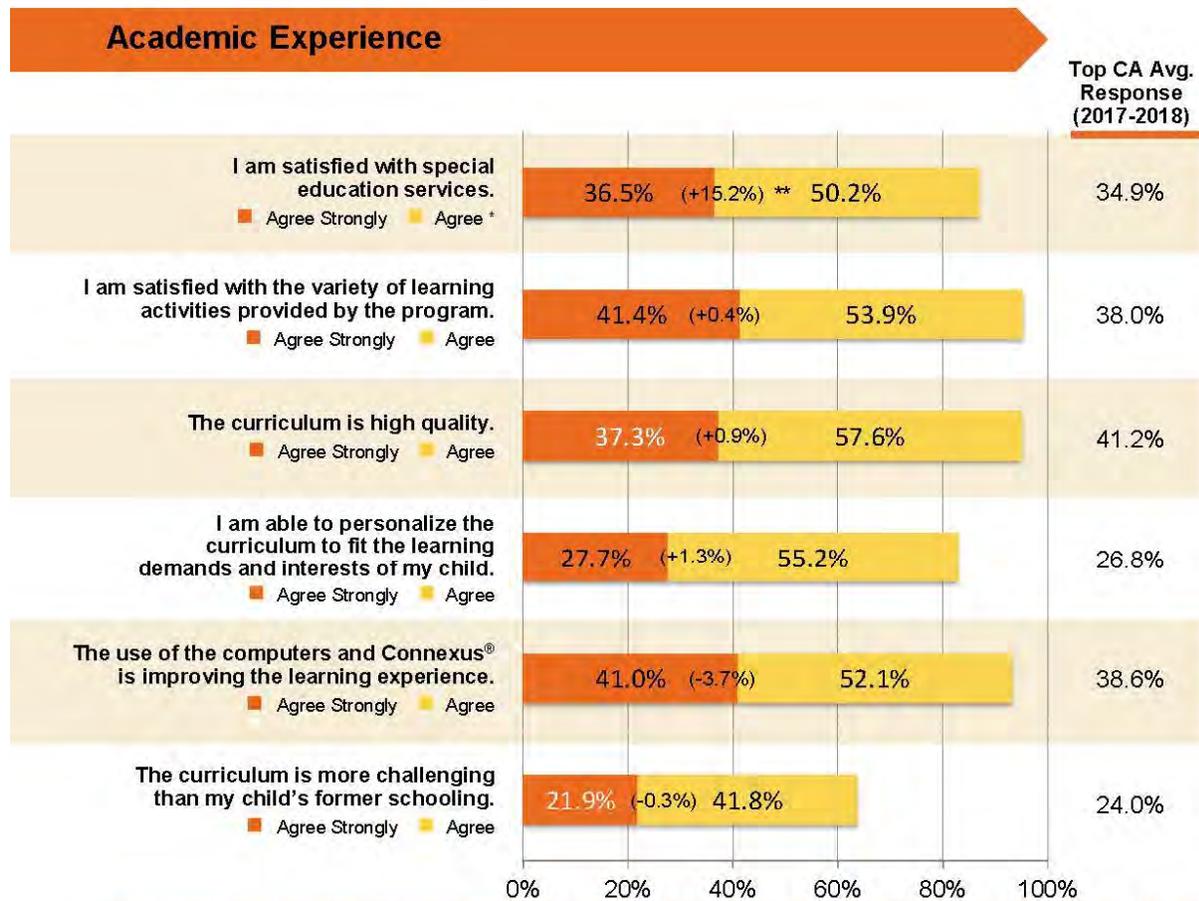
Reach Cyber Charter School

Parent Satisfaction Survey 2017–2018

Executive Summary



Academic Experience



* First two response options.

** Percentage point change from 16-17 to 17-18, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

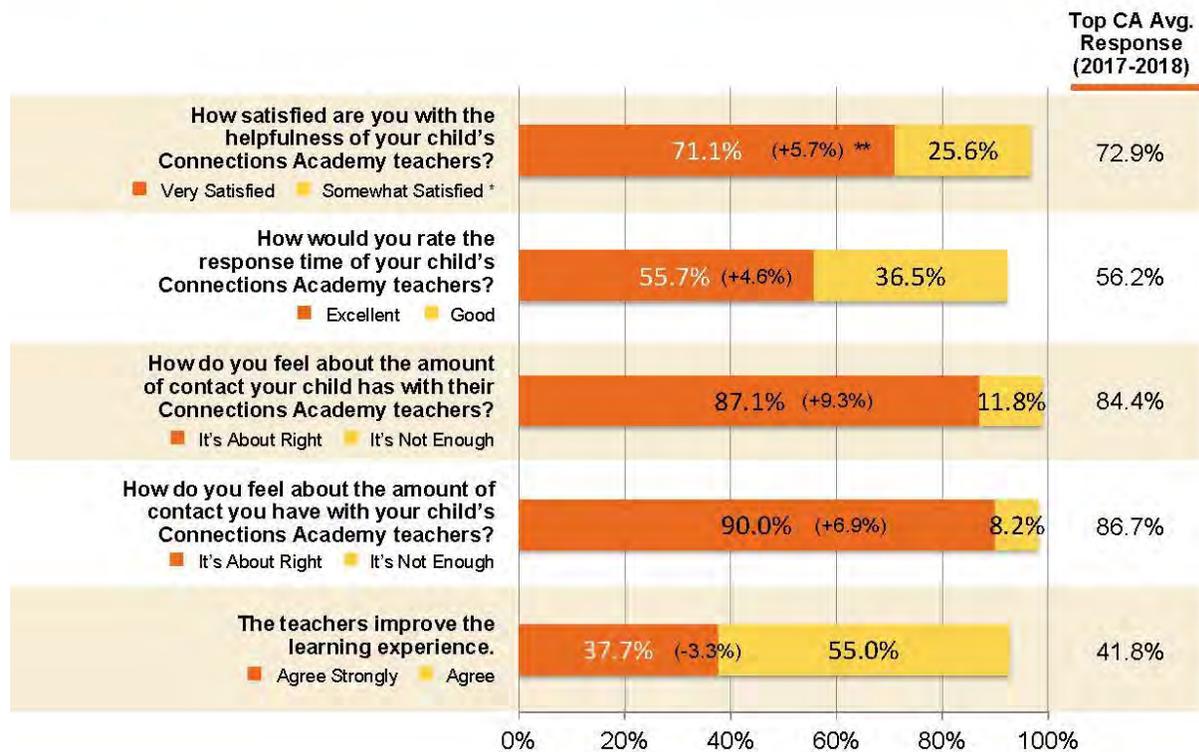
Reach Cyber Charter School

Parent Satisfaction Survey 2017–2018

Executive Summary



Teacher Availability and Performance



* First two response options.

** Percentage point change from 16-17 to 17-18, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

Addendum: Comparison of Top Two Responses



	2017-18			2018-19			C.A. TOTAL 2017-18		
	Top Response	2nd Response	Sum of Top Two Responses	Top Response	2nd Response	Sum of Top Two Responses	Top Response	2nd Response	Sum of Top Two Responses
EXTRACTION WITH CONNECTIONS ACADEMY PROGRAM									
1.1	57.6%	33.7%	91.6%	54.5%	32.7%	87.2%	62.7%	28.2%	90.8%
1.2	93.4%	6.6%	100%	88.5%	11.7%	100%	93.0%	7.0%	100%
1.3	54.7%	22.4%	77.1%	47.0%	23.7%	70.7%	53.4%	20.8%	74.2%
1.4	68.7%	17.8%	86.5%	65.9%	16.4%	82.3%	68.0%	17.4%	85.4%
1.5	67.6%	25.1%	92.7%	62.4%	30.3%	92.0%	67.9%	27.0%	94.9%
SUPPORT									
2.1	63.7%	27.6%	91.3%	62.4%	25.0%	87.2%	65.0%	27.6%	92.5%
2.2	54.6%	34.8%	89.4%	48.5%	33.6%	82.1%	55.1%	34.1%	89.2%
2.3	63.3%	28.6%	91.9%	64.5%	25.8%	90.6%	61.1%	30.8%	91.6%
2.4	61.6%	30.2%	91.2%	62.6%	24.4%	87.1%	61.6%	26.5%	88.1%
ACADEMIC AND EMOTIONAL SUCCESS									
3.1	29.6%	49.1%	78.9%	32.7%	43.6%	76.3%	31.5%	48.6%	80.1%
3.2	41.4%	48.0%	89.4%	42.9%	45.1%	88.0%	43.0%	44.6%	87.5%
3.3	34.0%	54.8%	88.6%	35.0%	49.6%	84.6%	35.4%	53.9%	89.3%
3.4	35.9%	51.3%	87.1%	37.2%	48.3%	85.7%	38.2%	51.2%	89.4%
EDUCATION AND INTERACTION									
4.1	29.7%	70.3%	100%	21.4%	78.6%	100%	35.2%	64.8%	100%
4.2	34.6%	46.5%	81.1%	33.3%	42.1%	75.4%	40.4%	45.2%	85.8%
4.3	24.8%	56.5%	81.4%	23.3%	55.6%	78.9%	24.6%	57.6%	82.2%
4.4	16.8%	59.8%	76.6%	15.4%	56.4%	71.8%	18.0%	60.2%	78.2%
ACADEMIC EXPERIENCE									
5.1	36.5%	50.2%	86.8%	21.5%	50.8%	72.1%	34.9%	48.2%	83.2%
5.2	41.4%	53.6%	95.2%	41.0%	52.8%	93.8%	38.0%	54.3%	92.5%
5.3	37.3%	57.6%	95.0%	36.5%	57.6%	94.4%	41.2%	53.5%	94.7%
5.4	27.7%	55.2%	82.9%	26.3%	49.6%	75.9%	26.8%	50.1%	76.9%
5.5	41.0%	52.1%	93.1%	44.7%	48.1%	92.0%	38.4%	54.2%	92.6%
5.6	21.9%	41.8%	63.7%	22.3%	43.3%	65.5%	24.0%	40.8%	64.9%
TEACHER AVAILABILITY AND PERFORMANCE									
6.1	71.1%	25.6%	96.7%	65.4%	26.7%	92.1%	72.0%	23.1%	95.0%
6.2	55.7%	36.3%	92.2%	51.1%	35.0%	86.1%	56.2%	34.1%	90.3%
6.3	87.1%	11.8%	98.9%	77.8%	20.3%	98.1%	84.4%	14.0%	98.4%
6.4	90.0%	8.2%	98.2%	83.1%	14.3%	97.4%	86.7%	11.3%	98.0%
6.5	37.7%	55.0%	92.7%	41.0%	47.0%	88.0%	41.8%	51.0%	92.8%

2017-18 REACH SCHOOL ENGAGEMENT SURVEY

People Support Services

2017-18 SCHOOL ENGAGEMENT SURVEY

REACH Results Review

Survey Date: March 5, 2018 - March 16, 2018

Engagement Overall

This section provides an overall summary of engagement.

Factor	Favorable	Neutral (Opportunity)	Unfavorable
Engagement	89%	8%	3%

- Participation - 97% (112 of 115)
- Overall engagement (89% Favorable Score) for REACH remain relatively the same with a 1% increase in Favorability from the Pulse Survey (90% Favorable Score).
 - When looking at engagement by Tenure, all of the groupings reached our recommended 80% threshold, with those in the 6-12 months tenure having the lowest Favorable Scores (84%).
- Overall Elementary Teachers (92% Favorable Score) were among the most engaged at REACH.

Insights & Trends

This section provides an overview of key insights and trends found within the data.

Insights

This section provides insights into positive trends in the data and demographics.

- Service & Quality Focus Factor was the the highest rated factor for REACH (94%

Favorable Score).

- Open comments suggest it is difficult to provide high quality services due to student to teacher ratios:
 - *Teachers have too many students where shortcuts are taken and quality can fade at times.*
 - *With over 200 students on my roster, it is difficult to provide high-quality services to families on a consistent basis.*
- Personal Alignment continues to be rated highly favorable (89%) at REACH. Staff know what they need to do to be successful in their roles and their job gives them a feeling of personal accomplishment.
- Overall, REACH scored highly in Feedback & Recognition (86% Favorable Score). The staff feel that feedback is openly shared (89% Favorable) and that they receive appropriate recognition for their work (83% Favorable Score).
 - Open Comments:
 - *Every Monday we have our celebrations, and it really makes you feel good when you are recognized for doing the work we do.*

Areas of Opportunity & Concern

This section provides insights into the data and demographics in areas that may be a concern or higher priority.

- Action continues to be the lowest rated factor for REACH. (52% Favorable Score, 5% decrease from 17-18 Fall Pulse Survey). This factor saw a slight decrease in overall favorability.
 - The statement, “My manager, or someone else, has communicated some clear actions based on recent survey results.” decreased (42% Favorable, 40% Neutral, 18% Unfavorable) from the Pulse Survey (57% Favorable, 34% Neutral, 14% Unfavorable)
 - When looking at this statement specifically, Special Education Teachers scored the lowest with a 28% Favorable Score and School Counselors

- scored at the highest, with a 57% Favorable Score.
- Those reporting to Jennifer Berry-Prospst scored the lowest with a 33% Favorable Score.
- Action Factor Open Comments:
 - *I would like to think that anything (positive or negative) given in these surveys will be given back to our leadership team so they have a better understanding of the climate of the school.*
 - The results of these surveys are never discussed. Like mentioned previously, we seem to only focus on the positives.
- Overall, REACH scored high in the Work-Life Blend Factor (72% Favorable Score). School Admin Asst (73% Favorable Scores) had the highest favorable scores within this factor overall.
 - The statement within this factor with the highest disparity is “Workloads are divided fairly among the staff at my school.” (63% Favorable, 20% Neutral, 17% Unfavorable). Those reporting to Jennifer Pizzani have the lowest favorability score for this statement (25% Favorable Score).
 - Open Comments:
 - *Concerned with class size getting in the way of giving enough time and attention to each student.*
 - *Workload is unreasonable at times with the inability to take a moment and breathe.*
 - *I have so many students that i feel like I cannot build strong relationships with my families. Smaller class sizes!*

Leadership & Management

This section provides an overview of the Management, School/Department Leader and the Leadership Team Factors within the survey.

School Leader (Jane Swan)

- Jane was rated highly as the School Leader of REACH with an overall favorability score of 91%, which remains steady from the fall (91% Favorable). Overall, staff believes Melissa sets clear expectations and directions for the school and is accessible to and known to her staff.
 - Open Comments
 - *It is my second year here at Reach and I couldn't be happier. This school is going in the right direction and we are growing everyday with students and employees. I have the support and confidence that I need from my leaders.*

School Leadership Team

- The School Leadership Team at REACH scored high with an 84% overall rating, 1% increase from the fall. There are a few additional questions in the spring survey that are not part of the Pulse Survey.
 - All statements scores met our threshold of 80% Favorable Scores.
 - Open Comments suggest staff have confidence in the leadership team, they are available to staff, and have created a positive atmosphere at REACH.
 - *The leadership team is always available and open to comments. They are open to change when it is necessary and willing to take the steps to impact the school in a positive manner.*
 - *I really love and appreciate the positive atmosphere that the Leadership team and fellow employees create at Reach. It makes my days so much better and also helps me feel appreciated as well.*
 - Although staff rated the statement “The leadership team at my school has communicated a vision that motivates me.” high favorability scores

(83% Favorable Scores), open comments suggest Non-Teaching position are not informed of the Leadership Team vision.

- *As an administrative assistant, their vision does not directly impact my work. However, they are a motivated team and care deeply about their students, parents, and co-workers.*
- *Because I am not a teacher, I am not truly aware of the visions and goals of the leadership team. It may not be relevant to my position.*

My Manager

- My Manager Factor have a high favorability score of 87% - This factor also has a few additional questions in the spring survey that are not part of the fall Pulse Survey. Staff believe their direct managers are great role models for the school and they keep their staff informed about updates that impact their job. Overall, staff were satisfied with their direct manager (90% Favorable Score), were comfortable speaking to them about their needs (89% Favorable Score), and felt their managers do a good job explaining the rationale for decisions (91% Favorable Score).
 - Rachel Parker and Kelley McConnell received a 100% Favorable Score in the Manager Factor.
 - When looking at the statement, "My manager does a good job involving staff in decision that affect them.", specifically, those that report to Jennifer Pizzani scored the lowest, with 25% Favorable Scores.

Recommendations

This section provides the top 2-5 recommendations that align to our data and trends analysis to improve retention.

- **Action:** A significant portion of the staff do not believe that action will take place as a result of the survey. This is a great opportunity to 1 - share the results and

acknowledge that the feedback was heard, and 2- involve the entire staff in action planning as a result of the survey. This continues to be an areas that impacts overall engagement for REACH staff and we would encourage Jane to focus on using the survey data to make changes.

- **Communication between Leadership & Staff** - Communication between the leadership team and REACH Admin Asst staff. Spending time to improve communication with this population around key changes and information that affect the school would continue to improve overall engagement.
- **Work-Life Balance** - This is often a low rated factor in the survey, however it is also highly correlated to staff engagement and impacts the staff's ability to effectively performance their roles. Staff had the highest unfavorable responses to the statement around worloads divided fairly among staff (17% Unfavorable Score). I would recommend targeted conversations with the staff to understand their pain points and ensure they are supported.

2017-18 SCHOOL ENGAGEMENT SURVEY QUESTIONS

2017-2018 School Engagement Survey - REACH

Viewing the All Results report for the Current Results, compared to Pearson Online & Blended Learning

Rating Questions

Why are some questions marked green? ⓘ

FOCUS	IMPACT	QUESTION	FACTOR		FAVORABLE SCORE	COMPARISON
		The leadership team at my school has communicated a vision that motivates me.	Our Leadership Team	6	83	No Comparison
		I have the ability to impact change at my school.	Enablement	5	88	No Comparison
		I am happy with my current role relative to what was described to me.	Personal Alignment	0	86	No Comparison
		Workloads are divided fairly among the staff at my school.	Work-Life-Blend	3	69	No Comparison
		I have confidence in the leadership team at my school.	Our Leadership Team	7	87	No Comparison
		I receive appropriate recognition for good work at my school.	Feedback & Recognition	6	83	No Comparison
		My school is moving in the right direction.	My School Leader	4	92	No Comparison
		My school's leadership team clearly communicates information that affects our school.	Our Leadership Team	4	80	No Comparison
		My manager does a good job involving staff in decisions that affect them.	My Manager	9	79	No Comparison
		Feedback is openly shared at my school.	Feedback & Recognition	4	89	No Comparison
		My school provides high quality services to students and families.	Service & Quality Focus	7	91	No Comparison
		I can see the opportunities for continued growth and development.	Learning & Development	3	89	No Comparison
		My work gives me a feeling of personal accomplishment.	Personal Alignment	11	92	No Comparison

	I believe action will take place as a result of this survey.	Action	82	No Comparison
	My School Leader sets a clear direction for my school.	My School Leader	90	No Comparison
	Most of the systems and processes here support me getting my work done effectively.	Work-Life Blend	83	No Comparison
	My manager is invested in my development and continued growth.	Learning & Development	85	No Comparison
	The leadership team at my school demonstrates that people are important to the school's success.	Our Leadership Team	90	No Comparison
	My manager keeps me informed about updates that impact my job.	My Manager	88	No Comparison
	Our school's leadership team is transparent about school changes.	Our Leadership Team	80	No Comparison
	I have the tools and resources to do my job well.	Enablement	87	No Comparison
	My school's leadership team uses data to make informed decisions.	Our Leadership Team	86	No Comparison
	I have enough autonomy to perform my job effectively.	Enablement	93	No Comparison
	Generally, I believe my workload is reasonable for my role.	Work-Life Blend	70	No Comparison
	My manager does a good job explaining the rationale for decisions.	My Manager	91	No Comparison
	My manager provides regular performance feedback.	My Manager	87	No Comparison
	My manager is a great role model for my school.	My Manager	88	No Comparison
	I know what I need to do to be successful in my role.	Personal Alignment	94	No Comparison
	I am satisfied working with my immediate manager.	My Manager	90	No Comparison
	My team inspires me to do my best work.	Teamwork & Ownership	93	No Comparison

	I feel comfortable speaking with my manager about my needs.	My Manager	4	89	7	No Comparison	
	Staff at my school are held mutually accountable for student achievement.	Teamwork & Ownership	4	86	7	No Comparison	
	My manager, or someone else, has communicated some clear actions based on recent survey results.	Action	4	42	40	7	No Comparison
	My School Leader is accessible to and known by our employees.	My School Leader	7	92	7	No Comparison	
	I feel connected to my colleagues.	Teamwork & Ownership	5	91	7	No Comparison	
	My school provides a safe environment for students to learn.	Service & Quality Focus	4	97		No Comparison	
	I would recommend my school as a great place to work.	Engagement	7	94		No Comparison	
	My school motivates me to go beyond what I would in a similar role elsewhere.	Engagement	4	85	7	No Comparison	
	I see myself still working at my school next school year.	Engagement	7	93	5	No Comparison	
	I rarely think about looking for a job at another school.	Engagement	4	81	13	0	No Comparison
	I am proud to work at my school.	Engagement	7	95		No Comparison	

APPENDIX M

TRUANCY FORMS AND COMMUNICATIONS

This appendix includes the following:

- Auto dialer examples
- 10 Day Auto dialer examples
- Unexcused absence letter example
- SAIP webmail example
- School Attendance Improvement Plan
- Third unlawful absence letter template
- Unexcused absence letter template

AUTO DIALER EXAMPLES

(Call and Text information)

Good Afternoon,

This is Reach Cyber Charter School notifying you that (ST Name) has at least 3 unexcused absences currently during the month of (Month). Please check your email and webmail for additional information regarding scheduling a student attendance improvement plan meeting. If you have any questions or feel that you have received this message in error please contact our attendance department at 570-218-8217. Have a great day!

(Email)

Good Afternoon,

This is Reach Cyber Charter School notifying you that (ST Name) has at least 3 unexcused absences currently during the month of (Month).

Please use [this link](#) to schedule a time to meet with the attendance department, as we will need to discuss your student's progress and develop a Student Attendance Improvement Plan (SAIP) to get your student back on track.

If you have any questions or feel that you have received this message in error please contact our attendance department at 570-218-8217. Have a great day!

10 DAY AUTO DIALER EXAMPLES

(Text, Email, Phone Call)

Good afternoon,

This is Reach Cyber Charter school calling to notify you that (ST NAME) has been absent for 10 or more consecutive days. There has been no lesson or assessment completion during this time. Your student is scheduled to be withdrawn from Reach on (Date). If you believe that you have received this message in error or wish to have your student remain enrolled at Reach, you must contact your student's homeroom teacher by the end of the day (Date). Have a wonderful afternoon.

UNEXCUSED ABSENCE LETTER EXAMPLE



«First_Name» «Last_Name»
«Home_Address_Reporting»

January 26, 2018

Parent/Guardian:

«First_Name» «Last_Name» is currently enrolled at Reach Cyber Charter School and has accumulated (number) additional unexcused days in December and January. «First_Name» has missed the following days:

If you have any questions regarding this letter, please feel free to contact me at aspofford@reach.connectionsacademy.org or 570-218-8217.

Sincerely,

Amanda Spofford
Attendance Coordinator

SAIP WEBMAIL EXAMPLE

Good Afternoon!

Although Reach Cyber Charter School is not a traditional brick-and-mortar program, it is a public school that requires attendance and active participation. We have developed several mechanisms to ensure continuous and active involvement in our program. Through the Learning Coach's and student's regular use of Connexus, completion of lessons and assessments, and regular contacts, we can be assured that students are actively participating in our program.

Currently, your student has three or more unexcused days and is in Alarm status for Participation.

A student who escalates to Alarm status can be withdrawn from the program unless there is an immediate and continual improvement in the problem area(s). Student success is our primary goal, and we would like to assist you in any way we can.

Please use [this link](#) to schedule a time to meet with the attendance department, as we will need to discuss your student's progress and develop a Student Attendance Improvement Plan (SAIP) to get your student back on track.

I look forward to hearing from you and your student in the very near future.

Ana Perez
Attendance Administrative Assistant
750 East Park Drive Suite 204
Harrisburg, PA 17111
Office: (717)219-8082

SCHOOL ATTENDANCE IMPROVEMENT PLAN



School Attendance Improvement Plan (SAIP)

Date: _____

Goal: Increase Student Name school attendance by _____
 (Student's name) (Date)

Basic Student Information:

Name of Student: Click here to enter text.	Home Address: Click here to enter text.
Grade Level: Choose an item.	Home Phone: Click here to enter text.
Home Room Teacher: Click here to enter text.	Cell Phone: Click here to enter text.
Special Needs: Choose an item.	Medical/Health Concerns: Click here to enter text.

Learning Coach/Parent(s)/Guardian(s) Information:

Name: Click here to enter text.	Home Address: Choose an item.
	Home Phone: Choose an item.
	Work Phone: Click here to enter text.

Strengths of the Student/Family:

Description	Relevance to Plan
1. Choose an item.	Choose an item.
2. Choose an item.	Choose an item.
3. Choose an item.	Choose an item.

General Information Regarding Family and Habits/Routines:

Does the student have siblings (or any other children) living in the household? Choose an item.

Do the other children in the home attend Reach? Choose an item.

With whom does the student live during the week? [Click here to enter text.](#)

What times does the student generally complete school work? [Click here to enter text.](#)

Any additional information/comments:

Choose an item.

School Records of Absence:

Date of Absence	Written Excuse Provide? (Y/N)	Reason(s) for Absence	Action Taken
1.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
2.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
3.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
4.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
5.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
6.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
7.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
8.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
9.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.
10.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Choose an item.	Choose an item.

Assessment/Areas of Need:

1. Choose an item.
2. Choose an item.
3. Choose an item.

Solutions:

Description	Responsible Party(s)	Expected Completion Date
1. Choose an item.	Choose an item.	Click here to enter a date.
2. Choose an item.	Choose an item.	Click here to enter a date.

Specific Potential Benefits of Compliance with Plan:

1. Choose an item.
2. Choose an item.

Specific Potential Consequences for Non-Compliance with Plan:

1. Choose an item.
2. Choose an item.

List of Those Who Attended the SAIP

Role/Relationship to Student:

1. Choose an item.	Choose an item.
2. Choose an item.	Choose an item.
3. Choose an item.	Choose an item.
4. Choose an item.	Choose an item.

This SAIP was created collaboratively to

- Assist the student in improving attendance
- Enlist the support of learning coaches/parent(s)/guardian(s)
- To document the school's attempt to provide resources to promote the education success of the student

As the Learning Coach/parent(s)/guardian(s), I/we understand that while the school has demonstrated its support and assistance to this student through this process, by law, it is my/our responsibility to ensure that the student attends school.

We agree with this Plan, including all requirements and consequences set forth herein, and we agree to comply with the terms set forth in the Plan. Parties in agreement with this plan will sign below:

Student: _____ **Date:** _____

LC/Parent/Guardian: _____ **Date:** _____

LC/Parent/Guardian: _____ **Date:** _____

LC/Parent/Guardian: _____ **Date:** _____

Digital Signatures added with verbal permission on _____ **(date)**

cc: Student _____
Lc/Parent/Guardian _____
School personnel _____
Other _____

Should we have difficulty in implementing the plan or are not clear on the roles of each party, we can contact: Guidance Counselor _____ or Attendance Coordinator: _____ with questions or concerns.

Date for follow-up meeting: _____

Date for completion of TRI (Truancy Reduction Initiative) Class: _____

Permission to Release SAIP to Other Individual(s)/Agencies:

In order for agencies and/or other individuals outside of the school district to assist with this plan, I/We give permission to release the SAIP to the following:

Student: _____ Date: _____
Parent or Guardian: _____ Date: _____
Parent or Guardian: _____ Date: _____



Send this form, along with the Required cover page to:
Connections Academy Enrollment
 By fax: 1-800-887-6590
 By mail: 1001 Fleet Street 5th Floor, Baltimore, MD 21202
 Questions? Call 1-800-382-6010

Consent to Disclosure of Education Records

Connections Academy, a division of Connection Education LLC, is required to comply with various state and federal laws, including the Family Educational Rights and Privacy Act (FERPA) and the No Child Left Behind Act (NCLB), which protect the privacy of students enrolled in a Connections Academy school. These laws also require consent from the parent or the student, where the student is eighteen (18) years and older, for disclosure of educational records and confidential information. This form authorizes the school to provide the student's records and confidential information to the individual, organization, or the other party listed.

Student Information

Last Name	First Name	Middle Name
Connections Academy School		

Third Party Information

I give permission for the Connections Academy school to release the following specific educational records and confidential information for the above named student (**LIST SPECIFICS OF RECORDS/INFORMATION BEING REQUESTED**):
 To the following third party (individual, agency, organization, healthcare provider, medical doctor, hospital, clinic, counselor, school, etc.)

Third Party Name	()
Street Address	Phone
City	County
	State ZIP Code

Consent Signature

Where student is a minor:

I, the undersigned, have read, understand, and agree to this consent for release of educational and confidential records for a student who is a minor. I am advised that this authorization will be effective until either (a) I revoke it in writing, or (b) the minor student's eighteenth (18th) birthday, whichever occurs first.

Parent/Guardian:

Last Name	First Name	Middle Name
Signature	Date	

Where student is eighteen (18) or older:

I, the undersigned, have read, understand, and agree to this consent for release of educational and confidential records. I am advised that this authorization will be effective until I revoke it in writing.

Student:

Signature	Date
-----------	------

THIRD UNLAWFUL ABSENCE LETTER TEMPLATE

«CT_name»
«Home_address»

«today»

OFFICIAL NOTICE OF CHILD'S ILLEGAL ABSENCE

Dear «CT_name»

This letter is to officially notify you that «First_Name» «Last_Name» has been absent from school without a lawful excuse on the following dates: «absences». These absences are unlawful and, therefore, constitute a violation of the compulsory attendance provision of the Pennsylvania Public School Code (24 P.S. 13-1327).

You are therefore notified of your child's repeated unlawful absences and strongly encouraged to ensure that your child receives no subsequent unlawful absences. The series of unexcused absences constitute a summary offense under the Public School Code for which penalties may be imposed against you as parent or guardian. Act 29 of 1995 provides for a \$300 fine and allows the court to impose parent education classes with your daughter or son and community service sentences for parents of a truant child who do not show that they took reasonable steps to ensure the child's school attendance. Act 29 also provides that truant students lose their driver's license for ninety (90) days for the first offense and six (6) months for the second offense.

Be advised that the process for development of an Attendance Improvement Plan for your child has now begun, which requires your participation in a school-family conference. If your child is unlawfully absent again, a proceeding will be initiated against you before a magisterial district judge and a referral for general protective services made to the county children and youth agency, without further notice from school authorities.

Sincerely,

Amanda Spofford
Attendance Coordinator

UNEXCUSED ABSENCE LETTER TEMPLATE



(SD)
(SD Address)

January 24, 2018

To whom it may concern:

(Name) is currently enrolled at Reach Cyber Charter School and has accumulated 3 or more unexcused days. (Name) has missed the following days:

If you have any questions regarding this letter, please feel free to contact me at aspofford@reach.connectionsacademy.org or 570-218-8217.

Sincerely,

Amanda Spofford
Attendance Coordinator

APPENDIX N

STUDENT HANDBOOK

This appendix includes the following:

- Student Handbook (General Portion)
- Reach Cyber Charter School Handbook Supplement 2018-2019



School Handbook General Portion

2018–2019

This handbook is board/district partner approved. Revisions may occur as needed. The latest version of the handbook, including additional state-specific policy supplements, is posted online in the school's Virtual Library.

Welcome to your Connections Academy virtual school!

Your school is designed for students to learn at the highest levels possible. Our rigorous curriculum, personalized learning approach, and engaging virtual classroom sessions make learning challenging and relevant. Our student-centered approach means that each child receives the educational support he or she needs to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals who are focused on your student's well-being; virtual sessions using LiveLesson® session technology; supplementary educational opportunities; clubs and activities; or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success.

Your school's dedicated teachers and administration are focused on your student's well-being and fulfilling the Connections Academy mission: *to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians (Caretakers), your role in a Connections Academy school is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this Handbook and in the School-Specific Handbook Supplement. Sections in this Handbook marked with an asterisk (*) have additional information in the Supplement. Please read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. To reach your Connections Academy school, visit www.connectionsacademy.com, enter your zip code, and then select Visit School Site. Learning Coaches and Caretakers can see detailed school contact information from their Connexus® login page. Your School-Specific Handbook Supplement, found in the Virtual Library in Connexus, also contains complete school information. To contact the Connections Academy central office, call 800-382-6010, or send an email to support@connexus.com.

Congratulations on joining the Connections Academy family. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

We look forward to working with you and wish you a successful 2018–2019 academic year!

Getting Ready: Quick Tips

Get to Know Connections Academy's Policies

Please take some time before the school year starts to understand the policies in this General Handbook and your School-Specific Handbook Supplement. You and your student are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you and your student are in compliance with Connections Academy policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should check their To Do list on their home page in Connexus every school day. **Be sure to complete the assigned orientations and trainings** you find there, this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":

- Dedicate a space for keeping school materials and supplies organized
- Place your student's "classroom" in a quiet area that is free of distractions
- Create a filing system for portfolio assessments, student work, and important papers
- Create a showcase area to display your student's work
- Review your calendar, set a schedule, and post the daily routine

If you're waiting for a computer delivery from Connections Academy, review the set up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in Connexus without receiving your materials first. If you are using your own computer, take time to review the system requirements in Connexus Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our Connexus Help has a lot of the answers! Select the **MORE** tab on your toolbar in Connexus and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Connexus, or accessing the internet.

If you want to get to know your teacher(s), check out the Teacher Communication Data View. To access this Data View, select your student's name from your Home Page. From there, you will see the courses your student is taking. Select the  icon beside the teacher's name and then select and view the teacher's Teacher Communication Data View information. Review the teacher's prior experience and qualifications, courses taught, contact information, and more!

Welcome to Connections Academy! We hope you have a great year.

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**See the School-Specific Handbook Supplement for additional information.*

1 INTRODUCTION

This handbook has been approved by each of the Connections Academy schools' Governing Boards or other authorizers as required. The most current version of this General Handbook, and its companion document, the School-Specific Handbook Supplement, is available online in the School Handbooks section of the Virtual Library in Connexus.

Sections of the General Handbook that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional, school-specific information on these topics. All policies in this General Handbook apply to grades K–12 unless otherwise noted. However, as high school programs vary from state to state, information related to high school is found in the School-Specific Handbook Supplement.

2 SCHOOL MISSION AND OVERVIEW

2.1 *Mission Statement**

It is the mission of Connections Academy schools to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Check your School-Specific Handbook Supplement for your school's individual mission statement.

2.2 *Program Overview*

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. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that work together to maximize student learning.

2.3 *Nondiscrimination Statement*

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement,

or age in the admission to, participation in, or receipt of the services under any of the Connections Academy and its affiliated entities educational programs and activities, or in employment practices are strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by the laws of the state under which that particular Connections Academy school operates.

The non-discrimination statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Americans with Disabilities Act of 1990, as amended (ADA), the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Act of 2004* (IDEA). Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the [Nondiscrimination Policy](#).

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by state and federal law. See the School-Specific Handbook Supplement for additional information.

2.4 The Connections Academy Commitments*

Each Connections Academy school has high expectations for its students and their families and requires them to commit to the rigorous educational program that has been implemented. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- The school will contact the student and his or her Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic success.
- The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.
- The school will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The school will support the student and family with the training needed to learn how to use Connexus and provide encouragement needed to fulfill their responsibilities.
- The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.

*See the School-Specific Handbook Supplement for additional information.

- The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events. The school's Get Connected! program will help facilitate these opportunities to connect, and at some schools, will provide private Facebook groups where Caretakers and Learning Coaches can "meet" to arrange study groups and other informal gatherings.
- For students with disabilities, the school will follow Individualized Education Program (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for services and modifications to address each eligible student's individual needs as required by law or regulation. See your school's Handbook Supplement for details.
- The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 2 for the Connections Academy FERPA policy.)
- The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA). (See Appendix 4 for the Connections Academy Privacy Policy, including COPPA statement).
- The school will provide approved Caretakers access to student records and related school information through Connexus in accordance with applicable federal and state law.
- The school will always operate with the best interests of the student in mind.

3 SCHOOL ORGANIZATION AND ROLES

This section provides information about how your school is organized and on the various roles and responsibilities for everyone involved in the school.

3.1 Roles and Responsibilities

Caretaker (Parent or Legal Guardian)

Connections Academy schools apply the term "Caretaker" to the student's parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student's enrollment requirements. All Caretakers are automatically given "Learning Coach" (see below) access in Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coaches either *in addition to or in place of* the Caretaker. Even if the Caretaker designates another adult or adults as Learning Coach, the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child's education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student's educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student's Caretaker. However, Caretakers may designate another adult or adults as the student's Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student's school work and school-related activities, by completing the Designated Learning Coach form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child's education and educational decision-making with the school, and therefore must be available in a timely manner to the school staff as needed for discussions related to the student's educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

⁴See the *School-Specific Handbook Supplement* for additional information.

The Get Coaching! program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! program resources are available under Links on the Learning Coach and Caretaker Home Page.

Under certain circumstances, a student who is 18 years of age or older, or an emancipated minor, may request to be his /her own Learning Coach. To discuss this option, the student should contact either the Connections Academy Enrollment Team during the enrollment process, or the school leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of his or her abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students at all times are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (Appendix 1).

Eligible Student

"Eligible student" at Connections refers to students over eighteen (18) years of age and emancipated minors. Other uses of 'eligible student' will be qualified with what they are eligible for – for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The school leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your school leader's contact information.

Homeroom Teacher (Elementary Students)

Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators (FCC) to families, each elementary student is assigned a homeroom teacher. The homeroom teacher serves as the family's central point of contact with the school and works with the student and his or her Learning Coach to develop and implement the Personalized Learning Plan (PLP). Generally, the homeroom teacher will also be the teacher for most or all of the student's subjects. The homeroom teacher is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades; reviewing and approving adjustments to students' schedules (such as vacations and/or field trips); and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers or Family Connections Coordinators may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Connexus), addressing basic technical concerns, and assisting with the process for marking and/or changing student attendance. The name of the teacher for each of the student's courses is listed next to the course name on the Connexus home page and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.

School Counselor, Homeroom Teachers, and Advisory Teacher (Middle and High School Students)

Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators to families, each middle and high school student has an Advisory Teacher, Homeroom Teacher, and/or School Counselor (titles may vary by school). The Advisory Teacher, Homeroom Teacher, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

Note: Some Connections Academy schools have chosen to provide Family Connections Coordinators (FCC) in lieu of Homeroom or Advisory teachers. Please review the description of a Family Connections Coordinator on page 15, which describes how the FCC provides many supports of a Homeroom or Advisory teacher.

Subject-Specific Teacher

The subject-specific teacher is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling the following instructional issues:

- providing timely and relevant feedback on student work including grading and updating progress reports
- facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept
- managing the course scope, pacing, and sequence to ensure a student's academic success
- personalizing the curriculum, including modifying lessons and assessments
- proctoring state and/or federally mandated tests

Subject-specific teachers proactively monitor each student's progress using Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Connexus-based email system). Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, Learning Coach, and Family Connections Coordinator, or homeroom/advisory teacher. Teacher feedback is provided through the use of rubrics, assessment grades, phone conferences, WebMail messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports (at schools that issue them), verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K–8).

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects; these teachers may also be the student's homeroom teacher.

Substitute Teachers

Substitute teachers are teachers who meet the state requirements for being substitute teachers in their state. They serve as homeroom and/or subject-specific teachers when the regular Connections Academy teacher is not available for an extended period of time (on military or medical leave, etc.). Substitute teachers perform all of the duties of a teacher or subject-specific teacher.

Teaching Assistants

Teaching assistants may perform many of the duties of a homeroom teacher or subject-specific teacher, as defined above. However, teaching assistants are not permitted to issue final course grades and work under the supervision of a certified teacher.

Family Connections Coordinators (FCC)

The Family Connections Coordinator (FCC) serves as a single point of contact between the family and the Connections Academy school to provide support to families and students for non-teaching tasks. The FCC's primary focus is on building a lasting relationship with the families they support, guiding them through processes, and holding regular check-ins from the time a family expresses an interest in the school through the student's graduation.

Community Coordinators (Caretaker Volunteers)

Community Coordinators are typically Caretakers of students in the school, though in some states they may also be teachers at the school, and are known as School Event Representatives. Community Coordinators, and/or School Event Representatives, help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Schools provide information to families at the start of the school year about how to become a Community Coordinator and will distribute the Community Coordinator's contact information to families. If you have a question or a suggestion related to a local activity or opportunity, contact your assigned Community Coordinator or the School Event Representatives.

Student Support Teams

The Student Support Team (SST) is comprised of several teachers and/or staff members and one or more administrators at the school. This team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). The Student Support team meets regularly to discuss student progress, focusing on students who appear to be struggling in one or more subjects. Students are identified as struggling based on universal screening assessments conducted with all students, teacher and/or Learning Coach observation and knowledge of the student, and/or a review of the student's academic performance, participation, and/or attendance levels documented in Connexus.

The Student Support Team shares information among its members about a struggling student's academic and/or other challenges, and makes recommendations for instructional interventions that may be implemented. SST members also perform regular data collection on progress of these interventions, and other relevant information. The team develops and recommends additional instructional strategies and resources for the student's teacher(s), Caretaker, and Learning Coach, and then follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement. Caretakers are kept informed regarding interventions and student progress.

3.2 Required Student Safety Trainings for School Staff *

Connections Academy takes student safety and well-being very seriously, and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two courses that focus specifically on student safety:

- **Internet Safety:** This course provides valuable information about practicing safe behaviors online.

- **Students in Distress: Recognizing and Responding:** This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation.

3.3 School Information*

Contact information for your school is found in the School Specific Handbook Supplement.

3.4 School Schedule

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, as long as no state or local regulations are violated. However, students must still attend school regularly, meet their school's specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your School-Specific Handbook Supplement for specific requirements.)

Students must also be available during regular school hours for any required phone conferences or participation in LiveLesson sessions, unless school-approved alternate arrangements can be made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course and through the Teacher Communication Data View.

3.4.1 The 2018–2019 School Calendar*

Your school's calendar is in the School Specific Handbook Supplement.

*See the School-Specific Handbook Supplement for additional information.

3.4.2 Required Instructional Hours*

This information is in the School Specific Handbook Supplement.

3.4.3 Emergency Closure Plans*

Note that some schools may have a separate Emergency Closure Plan.

If a school's office(s) closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" WebMail message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the country where conditions may be different from those in the local school office location. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa.

Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should still plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment eligibility are available on your school's page on the Connections Academy website. To find these requirements, select the Enrollment tab at the top of the page, and then select Eligibility Requirements.

All Connections Academy schools abide by all federal, state, and local policies and guidelines for student admission and do not impose admission requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness. The school leader or his/her designee shall serve as the liaison for homeless students.

*See the School-Specific Handbook Supplement for additional information.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may temporarily “pause” enrollment by holding students who have completed Stage 2 of the enrollment process on a wait list for a defined period of time. After the temporary “pause” of enrollment is over, students will again be able to move forward with completing the enrollment process. The school board or authorizer has delegated to the school leader the authority to define and implement these temporary “pauses” of enrollment periods. These temporary “pause” dates will be posted on the school’s website where information about enrollment can be found.

Some schools also have enrollment caps and therefore may implement a lottery system. Schools may also close enrollment at some point in the year, as permitted by state or local regulations. Check your school’s website for more information.

3.5.1 Returning Students

Currently enrolled students whose Caretakers plan for them to continue with Connections Academy for the next academic year must indicate their intent to have their student continue with Connections by completing the Intent to Return Data View which is available beginning March 1st of each year. The Intent to Return response and updated student information should be submitted prior to the end of the school year. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows that the student intends to return the following year (but no later than the end of the current school year).**

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the **same** school for a different school year can either reactivate the student’s account from the Caretaker Home Page in Connexus, or contact the Enrollment department at 800-382-6010.

Students enrolled in a Connections Academy school who wish to enroll in a **different** Connections Academy school for the next year, should call the Enrollment Department at 800-382-6010 for detailed enrollment instructions that are appropriate to their situation.

[†]See the School-Specific Handbook Supplement for additional information.

If a student wishes to return during the same school year to a Connections Academy School after withdrawing, the Caretaker should contact the Enrollment Department at 800-382-6010 -to initiate the re-enrollment process. Note that these students should **not** complete a new online registration.

3.5.2 Kindergarten and First Grade Admissions*

This information is found in your School-Specific Handbook Supplement.

3.5.3 Enrollment after the Start of the School Year or Semester*

Students may generally enroll after the start of the school year if (1) space is available, subject to any other local limitations, and (2) the open enrollment period for the school year has not passed. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Students will also participate in a special orientation course for students who enroll after the start of the school year.

3.5.4 Dual Enrollment in Another K–12 Program*

This information is in the *School-Specific Handbook Supplement*.

3.5.5 Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Connections Academy curriculum with college-level courses in schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students should consult with their school counselor or advisory teacher *prior to enrolling in college courses* to be sure they are fully informed about specific state requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

3.5.6 Withdrawing from School*

Students may withdraw from the school at any time, provided that the Caretaker provides Connections Academy with either evidence of homeschool registration consistent with state requirements or the name and location of another public or private school that the student will attend.

**See the School-Specific Handbook Supplement for additional information.*

Prior to withdrawing, the Caretaker and/or Eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he or she should contact the School Leader or Assistant Principal to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

- 1) From the Caretaker home page in Connexus, select the student's  and go to the *Initiate Student Withdrawal Data View*. Complete the requested Next Schooling information and select Save and Finish to submit the form.

Please note that this method should not be used to indicate that a student does not intend to return for the following year (i.e., Intent to Return). Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.

- 2) Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10, *Educational Materials Provided by the School and Technology*, for information concerning the return of school equipment and materials as part of the withdrawal process.

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker *must* contact the school leader to discuss the change and ensure the student remains compliant with all Connections Academy, state, local, and other applicable regulations and policies. The four types of Location Change, and the related policies, are listed below:

1. **Permanent In-Area Location Change:** change of residence within the school's service area. *Example: The family purchases a new home during the school year.* For this type of location change, the Caretaker *must*:

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*See the School-Specific Handbook Supplement for additional information.

- a. Contact the Connections Academy Enrollment Department to notify them of the location change as soon as possible, but ***no later than 30 days after the move***. The Caretaker must provide *new* proof of residency documentation and updated student contact information to the Connections Academy Enrollment Department within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.
 - b. Inform the student's homeroom, or advisory teacher, or Family Connections Coordinator
 - c. Continue to meet the school's eligibility requirements as long as the student moves within the school's service area.
2. **Temporary Location Change: Travel or relocation away from student's residence for longer than three (3) weeks.** *Example: The family stays with a relative in another state for two (2) months.* For this type of location change, the Caretaker **must** contact the school leader **prior to the Location Change** for permission to make the Location Change. The school leader will make a determination per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school.

If the school leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* available in the Virtual Library and submit it to the school. The school leader will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the school leader for the student to remain enrolled during the Temporary Location Change.

*Note: Stationary computer equipment (desktop computers and monitors) may **never** be taken out of the state for Temporary Location Changes. Laptops, where provided may move temporarily with the student, **as long as the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy.***

3. **Alternate Learning Location(s) Change:** Student learning regularly occurs in an alternate location but there is no change in the student's residence. *Example: The student's Learning Coach is a neighbor, and the student regularly works at the Learning Coach's home.* For this type of location change, the Caretaker **must** contact the school leader **prior to the location change** to confirm that this Location Change will not affect the student's enrollment eligibility.

If the school leader grants permission for the Location Change, the Caretaker will be required to complete a *Location Transfer Request Form* and submit it to the school. The school leader will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the school leader for the student to have an alternate learning location or locations. **Note:** Caretakers are always responsible for Connections-provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.

In any of the above types of Location Change, the student must continue learning activities and must still comply with all state testing and other state and school requirements.

4. **Permanent Out-of-Area Location Change:** Move to another state.

If a student moves out of state, all computer equipment and curriculum materials must be returned to Connections Academy, even if there is another Connections Academy school that operates in the state where the student is moving.

The following actions related to Location Change may cause the student to be immediately withdrawn from the school:

- engaging in any type of Location Change without notifying the school leader and/or the Connections Academy Enrollment Department team
- failure to complete and submit any required Location Change forms
- failure to provide the Connections Academy Enrollment Department team and/or the school with any additional required documentation
- failure to receive specific written permission to remain enrolled when engaging in any form of Location Change

If a family moves to another state where there is a Connections Academy school and the family would like to enroll in that school, the Caretaker should contact the Connections Academy Enrollment team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the current school and then enrolled in the new school, *if eligible for enrollment in the new school*. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so it is important that the family contacts the Connections Academy Enrollment team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school. The Caretaker should also notify the school leader that the student is moving.

While Connections Academy will do its best to accommodate students wishing to enroll in another Connections Academy school, this enrollment cannot be guaranteed. Each school is governed by state-specific enrollment rules and procedures, and Connections Academy must comply with these rules and procedures (e.g., the school in the new state may have an enrollment cap that has already been met and/or may have a waiting list.)

Note: For students with IEPs, the family is encouraged to contact the Special Education Director in the new Connections Academy school *prior to enrollment* to discuss the special education services provided in the new school.

3.5.8 Learning Environments and Working with Multiple Students

It is essential that the Learning Coach designated to support students in the Connections Academy virtual school environment fully understand their responsibilities and is able to perform them as required. Therefore, one Learning Coach may not support more than four (4) students without special permission from the school. Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the *Location Transfer Request Form* (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

Students who have an IEP who have been designated as participating in alternate state testing are exempt from mandatory Pre-testing, Midtesting, and Posttesting. However, at the Learning Coach's request, the student may still complete the testing and receive scores.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3–12, and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains open throughout the semester. After the semester closes, students have to send WebMail messages directly to their teachers to reply to discussion posts.

Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items via the Drop Box.

Final exam: Final exams test students on the course knowledge they acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student's overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances participation may account for greater than five percent. Whether to include participation in the student's grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail. Students in grades 9–12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lesson. Note: Not all courses use these conventions.

Pretest*: Pretests assess students' prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored, so they do not contain any type of question that requires teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions).

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1–12. Quick checks for all elementary courses are graded but not weighted. Quick checks for most middle and high school courses are graded and weighted, and they account for five percent (5%) of a student's overall grade.

Quick checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored, so they do not contain any type of question that would be graded or reviewed by a teacher.

Quiz*: Quizzes, which typically contain 5–10 questions, are longer than quick checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored.

Sample Work: Sample work assessments allow teachers to monitor students' work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

**This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.*

Non-Weighted Assessments

The following assessment types are also found in the curriculum, but do not have an impact on the student's grade.

Course Survey: Course surveys are non-graded assessments that ask students for their opinions regarding a course and the student's teacher. Surveys are usually placed at the end of a course, and may be linked through the student's list of Data Views.

Online Practice*: Online practice assessments allow students to answer practice questions for a particular lesson or unit so they can measure their own grasp of a subject or concept. The questions are automatically scored, and do not contain any type of question that requires teacher review or grading. These assessments are scored but do not impact a student's final grade, and may occur several times in a unit. These assessments often offer targeted feedback to the student, visible in the review guidelines after the assessment has been submitted.

Reflection: Reflection assessments are used in math courses to get students thinking about their relationship with mathematical concepts from a unit (or preceding units) and about themselves as learners and mathematicians. These assessments contain mainly multiple-choice questions, but they may also contain short answer questions. Reflections are scored but do not impact students' final grades.

Skills Check: These are brief assessments used to gauge students' learning in kindergarten through second grade. The Learning Coach completes these diagnostic assessments to keep the teacher updated on the student's progress. Skills checks are also used in many high school math courses as a diagnostic assessment completed by the student prior to embarking on a new lesson. Skills checks are scored but do not impact a student's final grade.

**This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.*

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not included in the student's grade, but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention.

- **Check for Understanding:** Questions provided by the school to the Learning Coaches to ask the students to gauge the development of certain skills.
- **Curriculum-Based Assessments (CBAs)** —Synchronous, or real-time, communications between the student and the teacher used to gather formative information on students' understanding of concepts. Students are required to participate in a minimum of eight CBAs a year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).
 - VCBA's are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
 - VCBA's are informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of "recently completed assignments" such as a reading passage or solving a set of mathematics problems.

- DCBAs are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine future instructional support that may be necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

3.6.3 Mandatory Testing*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades. Additionally, Connections Academy schools require all students to participate in at least one proctored test each year, which will usually be the state-mandated test. Therefore, all students enrolled in a Connections Academy virtual public school will be required to participate in the state standardized testing program, consistent with state law.

The school will work closely with Caretakers, Learning Coaches, and students as they prepare for required testing. If a student is not able to participate in testing, the Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the school to take a makeup test.

There are serious consequences for both the school and the student when students do not participate in state testing. Therefore, students who fail to participate in required testing may be subject to disciplinary action consistent with state law.

3.7 Personalized Learning*

3.7.1 The Personalized Learning Process

Connections Academy teachers work with Learning Coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

**See the School-Specific Handbook Supplement for additional information.*

The personalization process includes the following components: initial academic placement and course selection, performance testing, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in instructional intervention programs, attendance in LiveLesson sessions, enrollment in elective courses, and strategies for families to implement throughout the year. The process also includes several goal-review and adjustment sessions including a final conference at the end of the school year to review progress.

3.7.2 Adding Elective Courses (Elementary and Middle School)*

Before requesting to register for electives, students in grades K through 8 must generally meet the following criteria:

- be enrolled in school for at least 30 days
- have completed their initial assessments (e.g., LEAP or other pretesting, and/or state testing)
- be in good academic standing (overall grade of 70% or higher)
- maintain acceptable attendance (i.e., be “On Track”)
- have all start-up tasks complete, including completion of student orientation courses and Welcome Call (start of school year call with teacher).

Schools may define additional criteria for permitting students to enroll in electives. After these criteria are met, teachers will work with families to select appropriate electives, approve the student’s selection, and enroll the student in the elective course(s).

**Some states permit electives to be selected at other times. All criteria noted above are subject to state laws and/or regulations. Please see the School-Specific Handbook Supplement for additional information.*

3.7.3 How Families Can Personalize Instruction

Students and Learning Coaches work closely with their teachers to personalize student programs, but families can also personalize their learning programs in several different ways.

**See the School-Specific Handbook Supplement for additional information.*

- **Pacing and Scheduling**—Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their Learning Coaches to structure the school day to best meet the student’s learning needs. The online Scheduler allows students in grades K–8 and their Learning Coaches to select which days of the week they would like to schedule certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by state requirements and is overseen by the school’s leadership.

Most high school students have significantly decreased flexibility in the schedule so they can learn and work together (e.g., in discussions and on collaborative projects). High school students who may benefit from a more flexible schedule should speak with their advisory teacher, Family Connections Coordinator, or school counselor to make appropriate adjustments.

- **Limits to Program Flexibility**— Every student is expected to master the essential skills and standards covered by the school’s rigorous curriculum, which is designed to meet or exceed each state’s standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school’s standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

3.7.4 Placement Changes during the School Year (Elementary and Middle School)*

Counselors, administrators, teachers, school leaders, and the Connections Academy staff work together to make sure that each student’s initial course placement is accurate and appropriate. Although it is possible to request a change in placement after the student is enrolled, Connections Academy recommends that *before* requesting a placement change, students work in their assigned courses, look ahead in the curriculum for the year, and discuss with the school any specific challenges the student is having with the course work and/or grade level placement. The student’s teacher may also be able to tailor the current curriculum to better meet the student’s individual needs.

*See the *School-Specific Handbook Supplement* for additional information.

To request a placement change, the Learning Coach should contact the student's teacher. The school leader or their designee will have final say in approving or disapproving placement changes.

**Please see the School-Specific Handbook Supplement for information on the High School Add/Drop process.*

3.8 Course Completion*

Course completion definitions may vary by state but are critically important when requesting either midyear course completion or late course completion options (below).

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their Learning Coaches and teachers to make sure they have learned as much as possible from the course. Teachers can provide enrichment and extension activities for students who have the ability to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or midyear will be made collaboratively by the Caretaker, Learning Coach, teacher, school counselor (if applicable) and school leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current-course content
- exploration of enrichment and extension opportunities offered throughout the curriculum
- sufficient in-depth involvement with the course material as determined by the teacher

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. Generally, if a midyear curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the school leader will have final say in approving or disapproving placement changes.

Note: All schools have a deadline for shipping materials that occurs in the spring semester. After that date has passed, curriculum changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students may request an extension allowing them to turn in work up to two weeks after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee an extension will be granted. Extensions will not be granted beyond two weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a school operates an official summer school program (or the student qualifies for extended year services through special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP teams.

4 ATTENDANCE*

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the *School-Specific Handbook Supplement*, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring that students meet their school's attendance requirements, and that the student's attendance is properly documented as required by the school (see the Attendance section of your *School-Specific Handbook Supplement*). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Although there is more flexibility in the Connections Academy program than in a traditional school setting, with regard to instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the *School-Specific Handbook Supplement*.

*See the *School-Specific Handbook Supplement* for additional information.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that Caretakers take responsibility for ensuring that their student(s) attends school. Most Connections Academy programs require that the Caretaker or designated Learning Coach record attendance daily. (Refer to your *School-Specific Handbook Supplement* for details on attendance recording requirements.) The Learning Coach Orientation includes information on how to record attendance. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours should not be marked by the Caretaker or designated Learning Coach. Students and/or their Caretakers and/or Learning Coaches must also participate in/respond to regular telephone, WebMail message, and/or Web conferencing (LiveLesson presentations) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School: Grades K–8 (not all grades may be available at every school): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a Learning Coach. The student's need for assistance will range from fairly substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires that the student have adult supervision during the entire school day to meet health and safety regulations. Check your state's laws to determine the age when a child can be left unattended.

High School (Grades 9–12; may not be available at all schools): Students are expected to perform their school work independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in Connexus and verify that the student has completed the assigned lessons and assessments. The Learning Coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment. Check your state's laws to determine the age when a student can be left unattended.

4.2 Marking and Verifying Attendance*

Recording, Verifying, and Changing Attendance Records in Connexus

Learning Coaches are expected to record attendance in Connexus at least weekly; at some schools, Learning Coaches are required to record attendance daily. Be sure to follow your school's requirements for recording attendance to avoid the risk of having your student in Alarm status and/or in danger of being considered truant.

After the Learning Coach has entered *and saved* hours of attendance in Connexus, he or she is not able to edit the student's attendance. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student's teacher if he/she wishes to have the attendance record changed. Before the school can change the attendance record in response to a Learning Coach request, the Learning Coach may be required to demonstrate that the original entry was an error, and provide documentation to support the change. Because attendance is subject to "lockdown" (see below) at certain intervals, Learning Coaches should contact their student's teacher as soon as they discover they have made an error in recording attendance. Attendance recorded by a Learning Coach is not sufficient to properly verify student attendance. Teachers also verify attendance records on a regular basis and may change a student's attendance status if there is insufficient evidence to verify attendance, and/or if they are unable to determine if a student was participating in learning. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by each state's regulations. The *School-Specific Handbook Supplement* outlines how many learning hours or minutes must be demonstrated within a specific time frame.

Teachers may make changes to attendance records for the following reasons:

- **Upon request by a Learning Coach to record attendance**—If requested to do so by the Learning Coach, teachers may enter the appropriate attendance code in a blank attendance field *because the Learning Coach is not able to access a computer or does not have Internet access*, but the student has been able to continue his or her studies using offline materials. Teachers will note in the student's Log the reason for the Learning Coach's request and may request additional documentation that the student was engaged in learning. This method of recording attendance should only be done in exceptional circumstances.

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**See the School-Specific Handbook Supplement for additional information.*

- **Upon request by a Learning Coach to correct an error**—If a Learning Coach makes an error entering an attendance code, he/she may request that the teacher enter the correct code. Teachers will note the basis for the request in the student's Log and may request additional documentation.
- **Upon review by a teacher or other authorized school staff to validate attendance**—A teacher or authorized school staff member will change the number of hours worked to a "0," or the "present" code may be changed to an excused or unexcused absence code, if, after communication with the Learning Coach and/or a review of the student's activity in Connexus, the teacher or staff member believes there is insufficient evidence to support that the student was in attendance (e.g., insufficient lesson completion, teacher contact, and/or assessment completion, including state test attendance).

In all cases, a teacher or another school staff member will discuss with the Learning Coach any perceived differences between the student's recorded attendance and his or her documented lessons completed and assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in Connexus, he or she will promptly inform the Learning Coach and document the change in the student's Log. Learning Coaches who have disputes related to attendance should contact the School Leader to resolve the dispute, then follow the dispute resolution procedures in the *School-Specific Handbook Supplement* if the issue is not resolved with the School Leader.

Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, student attendance records are "locked down," at set intervals so records can only be modified by authorized school personnel. Lockdown generally occurs every two weeks (meaning that any dates that are 15 or more days in the past can only be edited by authorized school personnel), but some schools have defined dates.

After attendance records have been locked down, teachers are **not** able to make changes to attendance records. Therefore, Learning Coaches should request to update attendance records **as soon as they realize there is an error**. To request alterations to the attendance record for days that are far enough in the past that they are "locked down," Learning Coaches should still contact their student's teacher, but be aware that their student's teacher must then discuss the attendance alterations with the appropriate authorized school personnel.

The School Day

Students must complete a certain number of instructional hours per day as required by local law and regulations. In most states, instructional hours can be distributed differently each day as long as the total required number of instructional hours is met weekly. However, Learning Coaches should check the Attendance section in their *School-Specific Handbook Supplement* for specific information about the school's required daily and weekly hours of attendance. The school day is not limited to certain hours for start and end times, however the school's teaching staff is only available during the school's hours of operation. Learning Coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

Each school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. (Refer to the *School-Specific Handbook Supplement* for information on how to record attendance per specific state rules.) All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

Types of Absences

Specific attendance rules and regulations regarding different types of absences vary by school. Reasons for excused absences may include, but are not limited to, the following:

- **Health problems**—Students are unable to participate in school work due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or Caretaker must send a written note or WebMail message to the student's teacher(s) documenting the health issue. The school may also require a doctor's note for absences of more than three (3) consecutive days.

- **Other excused absences**—Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student's attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the school's leader, and for which the family provides appropriate documentation if required by the school.

If a student misses school for an excused absence, the student is still responsible for completing all required lessons and assessments for the school term.

If a family is requesting an "excused absence" for any reason, the family may be required to submit a doctor's note or other documentation supporting the request.

- **Unexcused absences**—Absences that are not approved by the school will be considered unexcused. In some states, students may be withdrawn from school for truancy if they have excessive unexcused absences. See your *School-Specific Handbook Supplement Attendance* section for details.

Extended Absences

If a Learning Coach is aware that a student is going to be unable to complete his or her learning activities for more than three (3) consecutive school days, the Learning Coach should contact the teacher as soon as possible to inform the school of the planned absence and discuss a plan to ensure the student stays on track for completing the school year successfully. The school may also request documentation of the reason(s) for the planned absence.

Varying the School Holiday Schedule

If families wish to work during the school's designated holiday period(s) and then take an equivalent number of vacation days at another time, they should contact their teachers for approval at least one (1) week prior to the requested change. Teachers and school administrators will consider factors such as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests. Caretakers will be notified if the

request can be granted. If the request is allowed, teachers will help the family adjust learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations. *Please note that some states do not allow school hours to be recorded on weekends or school holidays. Please check with your teacher and be sure to read your School-Specific Handbook Supplement's attendance section before considering this option.*

4.3 Attendance Status and Escalation Systems*

Connections Academy Learning Coaches are required to use Connexus to regularly mark hours or days of attendance and/or document lesson completion. Attendance in Connections Academy schools goes beyond daily hours spent on schoolwork and includes other criteria such as contact with the teacher and the student's rate of lesson and/or assessment completion. These criteria, which may vary to ensure compliance with state-specific requirements, are combined to constitute "attendance" at a Connections Academy school. If an attendance requirement is not being met, Connexus will trigger what Connections calls "escalation." Escalation is an indicator to the student, Learning Coach, Caretaker, and teacher that the student is at risk of non-compliance for attendance. Every student is therefore always assigned one of four status levels in Connexus:

1. On Track
2. Approaching Alarm
3. Alarm
4. Exempt*

Students *meeting or exceeding* the minimum requirements for their state will show "On Track" status. Students *not meeting* the minimum requirements for their state are placed in "Approaching Alarm" status or "Alarm" status. When students are in "Approaching Alarm" or "Alarm" status, teachers will notify the Learning Coach and Caretaker of their concerns, help the family understand why the student is in that status, and make every effort to work with the student and Caretaker to ensure the student returns to "On Track" status as soon as possible. Learning Coaches can, at any time, select the Approaching Alarm or Alarm status link, located in the Attendance column on the Learning Coach home page, for details about the student's attendance status.

*See the School-Specific Handbook Supplement for additional information.

Students who are in "Alarm" status for extended periods of time may face disciplinary actions as permitted and/or required by state law, including referral to appropriate agencies for truancy. See your *School-Specific Handbook Supplement* for details on attendance requirements, truancy, and escalation.

**Exempt status is rarely used and generally only for students with serious illnesses or other major but temporary circumstances that prevents them from completing work in a timely manner, or who are expected to be able to catch up and return to "On Track" status prior to the end of the school year. Some students may also have modifications specified in an approved IEP or Section 504 plan that dictate exempt status.*

4.4 Truancy*

Students who fail to meet legal attendance requirements, which may include: reported attendance hours, required contact with teachers, submission of assessments, and documentation of lesson completion, shall be considered truant and the school may institute truancy proceedings, or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law. Please check your *School-Specific Handbook Supplement* for truancy policies.

5 GRADING AND STUDENT EVALUATION*

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolio, and discussions as described in *Section 3.6.2 Assessments within the Curriculum*. Teachers and substitute teachers are responsible for grading students' work. Only the teacher or substitute teacher is allowed to issue the final grade for the course.

The Grade Book and Progress Reports

The Grade Book allows all Caretakers and/or Learning Coaches and upper-level students (students in grades three and above) to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The Connexus Grade Book is available to Learning Coaches and these students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Connexus*) and always reflects the student's current status in each course in which s/he is enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

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**See the School-Specific Handbook Supplement for additional information.*

Some schools provide Progress Reports that are snapshots of students' Grade Book during a certain time period (e.g. the first quarter of the school year) which may include teacher feedback and comments. For those schools, Progress Reports are created and posted at certain times per year based on a schedule set by those schools which use them.

Grading Time Lines

Most assessments, other than portfolio assessments, should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and portfolio expectations are initially explained in the Welcome Call and then are posted on teachers' Message Boards and in student planners.

5.1 Placement, Promotion, and Retention (Elementary and Middle School)*

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student that includes the student's most recent academic progress. This information is reviewed and verified by the Academic Placement Services team, the school counselor, the manager of special education, and/or the school leader, who then collaborate to determine the most appropriate course placement for the student. Students may also be requested to complete a skills assessment that will help determine mastery of previously completed coursework and readiness for Connections

Academy curriculum. Caretakers will review and confirm they agree to the course placement prior to the student starting his/her coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make a recommendation to their school leader regarding promotion or retention for each of their students in grades K through 8. These recommendations are based on the following student performance information:

- successful completion of language arts and math courses (based on school's grading scale)
- performance across all courses
- lesson completion across all courses
- attendance
- proficiency levels on assessments, including state testing

For third grade students to be promoted to fourth grade, they must also demonstrate proficiency in reading.

Based on state regulations or authorizer requirements, additional promotion criteria may be established for certain grade levels. Please see the *School-Specific Handbook Supplement* for more information.

Decisions about retaining students due to inadequate progress or lack of proficiency will be made on a case-by-case basis, and in accordance with applicable state regulations, by the school leader. The school staff will contact the Caretaker of students who are in danger of retention in early spring and will discuss each of the options available and best suited to the individual student's needs. It is possible that a student not apparently in danger of retention in early spring may need to be retained at the end of the school year. The school will make every effort to ensure that the Caretaker is aware of this as soon as possible.

Teachers, school administrators, and school leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student. ***Some states may have state specific regulations regarding the promotion and retention of students. Therefore, if there are any discrepancies between the above-listed criteria and state regulations, state regulations will be followed.*** Please see the *School-Specific Handbook Supplement* for more information.

*High School Coursework Completed in Middle School**

Students not yet in high school who are academically ready to take high school courses may do so with appropriate approval, but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. Please see your *School-*

*See the *School-Specific Handbook Supplement* for additional information.

Specific Handbook Supplement – High School Programs and Policies section, and/or contact your school if you are interested in this option.

6 HIGH SCHOOL PROGRAM AND POLICIES*

Please refer to your *School-Specific Handbook Supplement* for complete high school policies.

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation that provides a record of the high school credits the student has earned and attempted, and any courses in progress, during his/her high school career. This documentation is used to assist the Academic Placement Services department and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting their coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the *School-Specific Handbook Supplement* for state-specific information.

*See the *School-Specific Handbook Supplement* for additional information.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students*

The school complies with the requirements described in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, and implementing IEPs in the appropriate placement determined by the IEP team. When a student initially enrolls in Connections Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed by the IEP team, unless specifically stated otherwise in the School-Specific Handbook. Specially designed instruction for students with IEPs is most often delivered in LiveLesson sessions. In the virtual environment, FAPE is provided in the LiveLesson classroom, including instruction from a special education teacher and any related services. It is important for students receiving special education services to attend these sessions designed to address their IEP goals.

Connections Academy schools comply with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of K–12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools and are required by Connections Education for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

**See the School-Specific Handbook Supplement for additional information.*

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Section 504 of the Rehabilitation Act of 1973 (the "Act"), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A "Section 504-Eligible Student" is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive a free appropriate public education. When a student enters Connections Academy with a Section 504 plan developed by his or her previous school, Connections Academy will review the plan and supporting documentation and comply with Section 504 of the Act. Connections Academy requires staff members to be cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations.

7.3 English Learners (EL)*

Federal and state regulations require that schools determine students' "primary or home language" and take "appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs." To meet this requirement, Connections Academy asks Caretakers to complete a primary home language survey based on the regulations of the state in which they reside. Responses are then reviewed to identify all students whose primary or home language is not English. Connections Academy schools then administer English Language Proficiency assessments to determine students' language acquisition levels in compliance with federal and/or state law and to determine students' language acquisition levels. Children receive a planned instructional program of English as a second language (ESL) instruction at their developmental and instructional level to facilitate the

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**See the School-Specific Handbook Supplement for additional information.*

acquisition of English language skills. This instruction is provided by each school's highly qualified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Learning Coach, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of EL students is assessed annually using state-specific instruments. Students who are exited from EL programming enter into a monitoring phase.

7.4 Gifted Students*

Students may be identified as gifted during a student's initial placement process or after the student has been enrolled. Students are identified as gifted based on past performance and additional evidence as requested by the school's gifted program staff. Course placement and recommendation is completed through consultation with the Learning Coach.

Gifted students may be placed in special gifted math, science, and language arts courses in grades 3–8 and in Honors or Advanced Placement courses in high school. Students may also be assigned to an above grade level courses or given accelerated course work. In some states, gifted students may also receive a Gifted IEP or other regulatory designation that may have specific requirements. See your *School-Specific Handbook Supplement* for additional information.

Note: Gifted Language Arts (grades 3-8) and Gifted Literature Study (for grades 3-5 as part of the English/Language Arts gifted program) use a shared inquiry model taught through LiveLesson sessions. Students in this program may be required to attend LiveLesson sessions at certain times and dates. Please check with your child's school for details before enrolling in this program.

*See the *School-Specific Handbook Supplement* for additional information.

8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES*

Connections Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by parent volunteers. Parent volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives.

Sanctioned Events vs. Non-sanctioned Events – Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Information Sharing—Parent volunteers gather and share information (i.e., school's community message board, Facebook group messages, invitations sent via WebMail message, or other communications channels) about events, activities, services, performances, and other opportunities that might benefit students and families. This information is strictly the personal opinion of the parent volunteer or other families, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is solely at the discretion of each individual Caretaker.

Caretaker Responsibility for Students at Events—The Caretaker assumes responsibility for his/her safety and the safety of his/her student(s). The Caretaker also agrees to supervise his or her student(s) and any other minor children in his/her charge in attendance. The school assumes no liability for anyone who attends an event based on information included on the school's community message board. When school staff is present, they will be responsible, in conjunction with the Caretaker, for general supervision of students, and will prioritize student safety.

Special Arrangements—Parent volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the local Boys & Girls Club), as appropriate, to arrange opportunities for student participation and access to activities.

Sanctioned Events

Sanctioned events must have educational and/or social value and must be preapproved by the school leader or designee. The parent volunteer will have all adults in attendance sign the Connections Academy Sanctioned Waiver Release, and Event Permission Form at the official

event. Caretakers should complete the Media Consent and Release Data View for each student who attends an event prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, s/he must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming that the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Connections Academy Waiver, Release, and Event Permission Form as an agent of the Caretaker.

In most states, and in accordance with state or local policies, a sanctioned event may be counted as a school day upon receiving approval from the school leader or his/her designee. **Please consult your *School-Specific Handbook Supplement* for more information.** After this approval is granted, Caretakers may record as attendance the number of hours spent at the sanctioned event. It is not necessary for students to complete lessons on days when they attend sanctioned events, though families should plan ahead to ensure the student completes enough lessons in the day or days before and/or after the event to remain on track. Any school work scheduled on an "event" day must still be completed, though it does not have to be completed on the event day.

Sanctioned events are posted on the school's message board as "sticky" threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. Non-sanctioned events may be posted on the school's Message Board but not as "sticky" threads.

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, employees, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.

9 CONDUCT, DUE PROCESS, AND COMMUNICATION*

Connections Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity.

Caretakers and/or Learning Coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with their school should immediately contact the school leadership or the Connections Academy main support line at 800-382-6010 to report any concerns. See also Sections 9.2 and 9.5 of the *School-Specific Handbook Supplement*.

Caretakers and Learning Coaches, as well as students, are expected to abide by the Prohibited Behaviors policy in Section 9.2 of the *School-Specific Handbook Supplement*, and any other sections covering appropriate conduct and communication. Caretakers or Learning Coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to Connexus suspended or terminated at the discretion of the school leader. Suspension or termination of Connexus access is the equivalent of being suspended or expelled from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations; to visit school premises; contact any school staff, or attend field trips or other school activities, until the disciplinary issue has been

*See the *School-Specific Handbook Supplement* for additional information.

resolved and their Connexus access is restored. All communications with the school must therefore be conducted through the student, or through another Caretaker or Learning Coach responsible for that student.

The suspension or termination of a Caretaker or Learning Coach's access to Connexus may or may not impact the student's ability to continue to remain enrolled in and learning at his or her school. The student's ability to continue will depend on the student's age, level of independence, and/or the availability of another Caretaker or Learning Coach for the student. If needed, the Caretaker or Learning Coach whose Connexus access is suspended or terminated may appoint another adult as the student's Designated Learning Coach by contacting the student's school's Board in writing to request the Designated Learning Coach form. If the school does not have a board, the Caretaker or Learning Coach should contact the School Leader, Director of Schools, or Authorizer (see the *School-Specific Handbook Supplement* for grievance policy). Prior to the termination of the account, the Learning Coach or Caretaker will be notified via WebMail message of the impending suspension or termination of an account, and will be given till the end of the next school day to complete the Designated Learning Coach Form, if needed.

The Caretaker whose Connexus access has been suspended or terminated may appeal this suspension to the school's Board in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website. If the school does not have a board, the Caretaker or Learning Coach should contact the Director of Schools in writing (see the *School-Specific Handbook Supplement* for grievance policy).

The school community includes but is not limited to teachers, administration, staff, Caretakers/Learning Coaches, students, volunteers, and school vendors.

9.1 Drug, Alcohol, and Tobacco-Free School

Connections Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies

[†]See the *School-Specific Handbook Supplement* for additional information.

to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any of the following by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy:

1. Alcoholic beverage(s)
2. Illegal, controlled, and/or dangerous substances and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts, and others
3. Drug paraphernalia

It shall also be a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a Connections Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's Caretakers and local authorities will be notified. The student's Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. Caretakers will be required to make arrangements for immediately removing the student from the school event or activity in such event.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the school leader depending on the nature of the violation. Any non-student member of the school community who attends a school

event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's Caretaker and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with the *School-Specific Handbook Supplement* disciplinary policies. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

In all cases, this policy will be implemented in accordance with any applicable state laws. See your *School-Specific Handbook Supplement* for additional information.

9.2 Bullying and other Prohibited Behaviors*

Please refer to your *School-Specific Handbook Supplement* for your school's policy.

9.3 Discipline and Due Process for Students*

Appropriate conduct is expected of all students at the school. Students are guaranteed due process of law as required by the 14th Amendment of the United States Constitution.

9.4 Academic Honesty*

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and

the students' Caretaker(s) at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

In addition, students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation
- agreeing to, and referring to as needed, the Connections Academy Honor Code
- using tools provided in Connexus to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy .

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, *unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment)*.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Completing School Assessments

When completing assessments on the computer or on paper, students and Learning Coaches should follow these simple guidelines to ensure that assessments are meaningful, worthwhile, and completed in accordance with the principles of academic honesty:

- Students should complete all assessments **independently**, and without assistance from their Learning Coach, any other persons, or any external resources. If any support is required of the Learning Coach, the assessment instructions will clearly indicate this.

- Assessments are "closed-book." They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student's Learning Coach or any other individuals. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- Skills Checks (in the lower grades) should be completed by the Learning Coach. These short assessments provide an opportunity for the Learning Coach to share with the teacher his or her observations about the student's progress.
- It is never appropriate for students or Learning Coaches to share with anyone, in any format, the contents of any Connections Academy assessments.

9.5 Grievance Procedures for Caretakers*

Please see your School- Specific Handbook Supplement for your school Grievance policy.

9.6 Communication

9.6.1 Communication Systems

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because Connexus is a closed system, no communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student's information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers should go to their student's SIF (Student Information Form) – School Directory Data View to adjust their student's permissions at any time.

The following communications systems are described in detail in Connexus Help.

- School Directory
- WebMail messages
- Message Boards
- Virtual Library
- Teacher feedback on assessments
- Home Page Announcements

**See the School-Specific Handbook Supplement for additional information.*

- LiveLesson Sessions
- Connexus "Feedback" link
- StarTrack Rating System

Note that the Directory includes names of students enrolled in other Connections Academy schools (in other states and locations), and therefore the student's information would be available in the Directory to students and Learning Coaches in other Connections Academy schools. Caretakers may restrict access to Directory Information during the enrollment process. See the Third Party Access to Student Information section, below, for more details.

. In situations where a student, Caretaker, and/or Learning Coach is hearing impaired, that individual may request alternative/additional methods or tools for communicating with teachers and other Connections school staff outside of Connexus (e.g., text messaging).

Caretakers and/or Learning Coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools in order to ensure the communication method and/or tool is secure and appropriate. If the request is approved, the Connections Tech Support team will assist the Caretaker and/or Learning Coach with setting up the tool and confirm with the school. When so authorized, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the alternative/additional communication method(s) and/or tool(s) will not be considered a violation of the Connections Terms of Use policy.

Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool at any time if Connections deems that the tool(s) is being used inappropriately and/or not in accordance with the agreement between the Caretaker/Learning Coach and the school.

Learning Coaches, teachers, and students are advised that all messaging communication is archived and available for review by Connections at any time.

9.6.2 Communication Requirements

Both students and Learning Coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication—and whether the contact is more often with the student or the Learning Coach—vary among the grade levels and by school.

Student and Teacher Communication

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, WebMail messages, LiveLesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, LiveLesson session, or face-to-face) with a teacher every two weeks so the teacher is able to monitor academic progress and verify student learning. Note that some schools require additional contact; check your *School-Specific Handbook Supplement* for details.

9.7 Student Information Access

9.7.1 Collection and Release of Student Information by the School (FERPA)*

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law that gives parents/legal guardians (referred to as "Caretakers by Connections Academy") and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated minors (Eligible Students) certain rights regarding the student's educational records. These rights include the ability to review and correct educational records and the protection of a student's educational records and "personally identifiable information" from unauthorized disclosure. For complete FERPA information, see Appendix 2, FERPA notification. See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the Caretaker and non-custodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a non-custodial parent's/guardian's FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian's greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment ("PPRA") (See Appendix 6, Protection of Pupil Rights Amendment Policy) and the Children's Online Privacy Protection Act of 1998 ("COPPA") (See Appendix 4, Privacy Policy), as well as state law in the state in which the student is enrolled.

*See the *School-Specific Handbook Supplement* for additional information.

9.7.2 Parental Access to Teacher Qualification Information*

Families have access to basic background information about the school's teachers. This information, found in Connexus through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos.

9.7.3 Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, *without the prior written consent of the Caretaker or Eligible Student*. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Connections Academy as *student name, student WebMail address, state of residence, student telephone number, and student grade level*) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, s/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services. For more information on exceptions to the prior written consent rule, see Appendix 2, FERPA Notification.

*See the School-Specific Handbook Supplement for additional information.

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school *must* obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

For more detailed information on FERPA, please see Appendix 2, [FERPA Notification](#).

9.7.4 School or Connections Use of Student Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Connections and/or the school may want to film, interview, and/or photograph students and their work (all collectively referred to as "Connections Media Property") to duplicate, broadcast, distribute, and/or display.

In order for Connections/the school to use Connections Media Property, proper consent must be obtained through the *Media Consent and Release CA-Student Data View* in Connexus. This Data View is completed by the Caretaker/Learning Coach (or by the student, if the student is 18 years of age or older or an emancipated minor). Connections Media Property may be used for the purposes and time frame stated in the Data View.

If the Caretaker or student prefers not to have Connections Media Property used by Connections/the school for purposes other than the student's academic program, this should be indicated in the *Media Consent and Release CA-Student Data View*.

The election on the Media Consent and Release Data View can be changed at any time. From the Connexus Caretaker Home Page, select the student's  and go to the *Media Consent and Release CA-Student Data View*.

Clubs and Activities/Talent Networks: This *Media Consent and Release* Data View also applies to Connections Media Property pertaining to Clubs and Activities (such as *The Monitor* School Newspaper, *Pens and Lens*, and others) and /or to the Talent Networks (Sports Talent Network, Visual and Performing Arts Talent Network, and Science and Technology Talent Network). An election (Yes or No), must be made in the *Media Consent and Release* Data View in order to participate in Clubs and Activities and/or the Talent Networks.

9.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings

To help illustrate the school program and to celebrate successes, Connections and/or the school may want to film, interview, and/or photograph a Learning Coach/Caretaker (all collectively referred to as "Depiction") to duplicate, broadcast, distribute, and/or display.

In order for Connections/the school to use any Depiction, proper consent must be obtained through the *Media Consent and Release CA- Learning Coach/CT* Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

If the Caretaker/Learning Coach prefers *not* to have any Depiction used by Connections/the school, this should be indicated in the *Media Consent and Release CA- Learning Coach/CT* Data View.

The election on the *Media Consent and Release* Data View can be changed at any time. From the Caretaker Connexus home page, select the Learning Coach/Caretaker  and go to the *Media Consent and Release CA- Learning Coach/CT* Data View.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.1 Use of School Educational Materials

The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a Packing List (in the box of curriculum materials) lists all the items the student should have received. Families should check the contents of the curriculum box against the Packing List and

⁴See the *School-Specific Handbook Supplement* for additional information.

call Connections Academy Support Services at 800-382-6010 *within seven (7) school days* of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the school year.

Note: The school may provide textbooks and/or materials which are in useable rather than new condition.

In addition to the Packing List, an online Materials List, customized to your student's courses, lists both the items included in the box and the additional materials you will be responsible for providing. To access the Materials List, select your student's name under My Household in Connexus. From the Tools area of the My Student page, select the Materials List link. Use the Materials List to see what materials are supplied to you and which materials you need to supply.

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc. A Learning Coach may see this list by logging into Connexus and selecting their student's name. To the right under Tools there is a link to a Materials List that provides a list of materials for each course.



You will also need to be sure you have printer paper, a printer, and printer ink cartridges. Check your *School-Specific Handbook Supplement* to see exactly what supplies and equipment your school supplies as this varies from school to school.

Authorized Locations for School-Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school using the Location Transfer Request Form (contact the school leader for this form). Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated

contact information (physical address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus. Note that because Connections may need to ship materials to the student, a P.O. Box alone is not a sufficient mailing address; Caretakers must provide a physical address to which materials can be shipped.

Ownership of School-Provided Materials

All school educational materials remain the property of the school and/or the school's vendor partners. Further restrictions to the use of school educational materials are as follows:

- The resale or attempted resale of any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.
- Refusal to return any educational materials constitutes theft and may result in invoicing and/or legal action.
- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.
- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Connection Academy's Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including WebMail messages, computers, and other technology, remain the property of the school and/or the school's vendor partners. The school or its vendor partner (as the case may be) reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect educational materials and review any content or activity conducted on or through the use of school-provided educational materials, including WebMail, computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in his/her education program is strictly prohibited. Any violation of this policy may result in loss of the student's privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school, its vendor or law enforcement.

10.2 Returning School Educational Materials and Equipment

All school-provided **non-consumable** (identified as such on the packing and materials lists) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. **Note:** The school leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from his or her residence as defined in the Attendance section.
- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has had an approved placement change for a course.
- Equipment and/or materials were sent in error or do not match the packing list.

Note: If the student withdraws from the school after being enrolled in the school for less than 120 calendar days and/or has used less than 10 percent of the consumable materials, then **all materials** (both consumable and non-consumable) must be returned to the school.

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone, by email, or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections Academy and provided with instructions. Families who arrange return shipping on their own prior to being contacted by Connections Academy will not be reimbursed for shipping costs.

Except in the case of repossession, Connections Academy is responsible for the cost of return shipping as long as the Caretaker follows the return instructions and coordinates the return with Connections Academy. The Caretaker is responsible for being at home during the required period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker will be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](https://www.ups.com/dropoff?loc=en_US) (https://www.ups.com/dropoff?loc=en_US)
- [FedEx](http://www.fedex.com/locate/index.html?locale=en_US#start) (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the *School-Specific Handbook Supplement*.

Important: Any computer files that need to be kept by the family should be extracted and any CD/DVD materials must be removed from computers before they are returned.. Neither the school nor the school's vendor partners have any responsibility for returning any CD/DVD materials returned in the computer, nor to maintain or restore any files.

Connections Academy equipment is *not* available for purchase.

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**See the School-Specific Handbook Supplement for additional information.*

Technology

A virtual school requires the use of technology to promote and support student learning. All school participants, including Caretakers, students, and staff, will use Connexus and the Internet to communicate and share information. In addition, the student, Caretaker and Learning Coach(es) must all be reachable by phone for required communications with teachers and other school staff.

The school's hardware and software requirements for accessing Connexus can be met by using the equipment provided by the school according to your school's specific agreement. If the school does not provide this equipment, families may use a personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Connections Academy specifications (see the Use of Personal Equipment section) and permits the student and/or Learning Coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Connections Academy may contact Technical Support if they have specific questions about the computer's software or hardware.

10.2.1 Use of Connexus

Regular use of Connexus is required in order to participate in the school. The school provides training on using Connexus, and users are required to complete this training. Anyone using Connexus must also comply with the [Terms of Use Policy](#) (Appendix 3). By using Connexus, users agree that they have read, understood, and will comply with these terms.

Connexus is generally available 24 hours a day, except for a regularly scheduled weekly maintenance window from 4:00–7:00 a.m. Eastern Time on Sunday. There may be other scheduled maintenance times when Connexus will not be available; these scheduled maintenance times will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period of time.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping his or her user name and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure that students never obtain or use their Learning Coach's passwords. Everyone using Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the log in page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Connexus should be sure they have completed all available trainings and accessed the help resources available from their home pages. If, after completing the training and accessing the help resources, Caretakers and/or students are still unable to resolve their problems, they should consult their teachers for questions relating to the educational program or contact Support Services for any technical questions.

10.2.2 Technology Provided by Connections Academy*

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

10.2.3 Use of Connections Academy Equipment and Installed Software

At some schools, households are provided with temporary use (during administration of state assessments, etc.) and possession of equipment and software provided by Connections Academy. All equipment and software provided to households shall at all times remain the property of Connections Academy.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Connections Academy matches the Packing List. They must notify Connections Academy Support Services within seven (7) school days of receipt of equipment of any discrepancies between the Packing List and what was actually received, or if any equipment does not arrive in good working condition.

**See the School-Specific Handbook Supplement for additional information.*

Though Connections Academy may provide used equipment for student use, any equipment provided will be in good working condition and should function in accordance with the requirements of the school's educational program. Used equipment is supplied with only Connections Academy-authorized software installed. All computer hard drives are reimaged and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address to which the materials were shipped by Connections Academy. Any movement of materials to any other location within the state must be specifically authorized by Connections Academy, and stationary computer equipment (desktop computer and monitor) can never be taken out of the state. Laptops, where provided, may move temporarily with the student ***as long as the student has completed the Location Change Request Form, has been approved for the Location Change by the school leader, and the student remains actively enrolled in the school.*** Please contact your school leader to obtain a Location Transfer Request form if you expect to move (see section 2.5.7, Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus.

Any equipment provided by Connections Academy is to be used only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other email program that is installed directly onto the computer ("unauthorized email") is not permitted.

The use of unauthorized email programs risks contaminating the Connections Academy computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using any unauthorized email programs risks permanently losing any email if the Connections Academy computer has to be restored, reimaged, or returned for repair. Connections Academy will not be responsible for loss of any such emails.

Software

All software settings, default configurations, and administrative privileges will be maintained at the original settings unless a change is authorized by Technical Support.

Connections Academy equipment may contain software that permits remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections Academy, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

Each software application provided by Connections Academy must be used in accordance with the license and/or use agreement that accompanies that software application. Breaking a license agreement is an illegal act and is punishable by law. Under no circumstances can Caretakers or students redistribute any software provided to them by Connections Academy.

Modification of any equipment or software without Connections Academy's consent is strictly prohibited and may result in financial charges to the household for any required repairs.

The Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections Academy provide administrator rights over the system configuration. Users who tamper with the administrative account access will forfeit their rights to the assistance provided by Support Services and may be required to return all Connections Academy computer equipment.

Software installation may also be required when adding approved external hardware. Approved external hardware includes, but is not limited to, printers, keyboards, mice, and USB devices. When purchasing these external hardware devices, families may contact Technical Support representatives, who may assist with installation if staff resources are available. The maintenance of such additional devices is solely the responsibility of the purchaser. In no case may any hardware be installed that requires the computer to be opened.

Educational software not provided by Connections Academy may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Caretakers will be responsible for the costs of any repairs required as a result of unauthorized software installation.

10.2.4 Use of Personal Equipment and Software*

Caretakers may use their own equipment and software as long as they meet the requirements detailed in this section. Connections Academy has no responsibility for providing any support for equipment or software that is not provided by Connections Academy.

If Caretakers do not have access to equipment and software necessary and the school does not provide it, their student(s) may be eligible to apply for a hardship scholarship.

Users can log into Connexus from different devices, such as a mobile phone, tablet, or desktop computer. Most devices are regularly tested to ensure accessibility and functionality.

For the best experience, Connections recommends that users update software and Internet browsers regularly on each device. The following browsers are recommended to access Connexus:

- Google Chrome
- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge
- Apple Safari (Mac only)

Headsets with microphones may be provided where two-way audio use is required by Connections Academy.

Many of the courses available in Connexus require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above; these requirements can be found in each course's Course Directions and Tips.

10.2.5 Use of the Internet*

Refer to your *School-Specific Handbook Supplement* for your school's internet policy.

Internet Safety

All Connections Academy schools comply with the Children's Internet Protection Act (CIPA). Your school handbook supplement provides specific information regarding requirements and your school's obligations under CIPA.

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**See the School-Specific Handbook Supplement for additional information.*

Users should be aware that some material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors. In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which a student's Caretaker would be liable. Connections Academy believes that the benefits to Users from access to the internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical use.

To help all users understand acceptable and ethical use, Connections Academy offers an *Internet Safety* course, which all Connections staff members are required to take. Connections strongly recommends that all Caretakers and Learning Coaches also take this course, which is available in the To Do section of the Caretaker and Learning Coach's Home Page. Caretakers and Learning Coaches may also review all internet sites that their student(s) may visit in each course by selecting the "backpack" icon in each course. While Connections Academy has carefully screened these sites and believes they are appropriate for students, this tool makes it easy to review all links. Caretakers and/or Learning Coaches who are uncomfortable with any of the linked sites should contact their child's teacher to discuss alternatives.

Connections Academy also strongly recommends that Caretakers and Learning Coaches monitor their minor student's internet time. To that end, Connections Academy will support and respect each family's right to decide how to manage access. To assist Caretakers in ensuring safe and appropriate use of the internet, Connections Academy provides the following:

- An Internet Safety Course, which all Learning Coaches are urged to complete. A link to the course is provided on the Learning Coach Home Page at the beginning of the school year (or when the student first enrolls) and is always available to Learning Coaches through the Virtual Library.
- All computers provided by Connections Academy are configured with default security settings for their internet browser. There are additional levels of security that can be added which will further help block offensive content. For more information please call Technical Support at 800-382-6010.

- All computers provided by Connections Academy have internet filtering software installed. This software can be activated (or deactivated, once activated) upon request. **If you wish to activate the filtering software, call Technical Support at 800-382 6010.** Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.

Internet Requirements

Use of the internet is a requirement for the Connections Academy program. Caretakers are responsible for arranging for broadband internet service to be available during the school year. Broadband internet service must meet minimum standards for speed, availability, and compatibility to meet Connexus requirements. These minimum standards include the following:

- Broadband internet service with a Minimum download speed of 12-25 Mbps as per the FCC Household Broadband Guide - <https://www.fcc.gov/research-reports/guides/household-broadband-guide>
- the use of a firewall that will permit access to Connexus

Internet Service Providers (ISPs)

Contact Support Services for any questions concerning the selection of ISPs. Connections Academy is not responsible for problems with or maintenance of internet service accounts. The ISP should be contacted directly for help with these issues.

Use of the internet may also result in the installation of malware if proper procedures are not followed. Caretakers may contact Support Services for assistance with configuring a computer to limit malware, which can include pop-up ads, spyware, and other inappropriate material. (See Appendix 5 for additional information concerning malware.)

*Internet Subsidy**

*See the School-Specific Handbook Supplement for additional information.

In some schools, Connections Academy provides payment of an internet subsidy, but there must be at least one student enrolled in the school at the time of the payment. The internet subsidy will be paid according to a payment schedule determined by Connections Academy. If a student enrolls after the start of the school year, the internet subsidy will be prorated; however, due to the high cost of processing small payments, no prorated payments will be made for amounts less than \$5.00. Some students may be allowed a higher reimbursement for high-amounts speed service if it is required by their Individualized Education Plan (IEP) or if they are receiving additional remediation services that require high-speed service. The school will notify any Caretakers who are eligible for additional reimbursement

The internet subsidy may be terminated by Connections Academy if the Caretaker(s) are in breach of the provisions of the Parent/Legal Guardian (Caretaker) Acknowledgment and/or the School Handbooks. As permitted by State law and/or regulation, if Connections Academy has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Connections Academy may withhold payment of the Internet subsidy until the invoice is fully satisfied, and/or may apply the Internet subsidy towards payment of the outstanding invoice.

10.2.6 Compliance with Connexus Terms of Use

Any use of Connexus, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Connexus [Terms of Use](#), which is included in Appendix 3. Any violation of the Connexus Terms of Use while using Connections Academy computer equipment may result in warnings, usage restrictions, the loss of a computer or internet subsidy (where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the school and are subject to the guidelines of the Caretaker Due Process section of the *School-Specific Handbook Supplement*.

10.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software

As permitted by State law and/or regulation, Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided by Connections Academy while in their possession or the possession of students or Learning Coaches.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation. The school will limit Caretaker liability for repairs for the first instance to a maximum of \$250 plus the cost of shipping. The school will cover the portion of the cost over \$250 for the first incident.

For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the Caretakers for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes *but is not limited to* damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to, vandalism or malicious destruction, opening the computer casing, installation/removal of internal hardware components, installation/removal of software without the school's permission, and/or manipulation of system BIOS settings. Caretakers may appeal a determination of damage as not being accidental by following the procedures in the Caretaker Grievance section.

Loss or Theft of Equipment

On the first occurrence, where there has been a loss or theft of Connections Academy equipment, Caretakers may be responsible for a maximum replacement charge of \$400, plus the cost of shipping a replacement, provided that the following information is submitted to the school:

- a copy of a filed police report or insurance loss report; and

- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the Caretaker indicating that they are not insured

If this documentation is not provided—or if there are any subsequent incidents of loss or, theft—Caretakers may be responsible for the full replacement cost of any equipment and software.

Notice to School

Caretakers must notify Connections Academy (via WebMail message or by calling Support Services) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the loss or occurrence of the damage. Caretakers must contact Technical Support for any and all repairs and must follow all instructions for repair as directed by the Technical Support representatives. Caretakers must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a

Technical Support representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third party involvement, the school may void the damage limitation it offers for accidents and may invoice the Caretakers for the full cost of repair or replacement.

Payment of School Invoices

In the event Caretakers are invoiced for any repair by the school or Connections Academy, payment will be due within five (5) days from the date of receipt of an invoice from Connections Academy. All outstanding invoices must be paid before additional repair services or a replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of the School-Specific Handbook Supplement.

10.2.8 Contacting Support Services

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@connexus.com, or by using the WebMail message feature in Connexus and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

The Support Services Team is available during the school's calendar year from 9:00 a.m. – 9:00 p.m. Eastern Time, Monday through Friday. Voicemail messages can be left for Support Services at any time.

The Support Services Team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the Packing List.
- A user cannot log in to Connexus.
- Equipment, software, or materials supplied by Connections Academy do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Connexus first).
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.
- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting Support Services via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Support Services representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretaker and student name
- Phone number (including extension), email address, and state or school
- Brief description of the problem (If contacting Support Services via email, include this information in the email subject line.)
- IssueAware tracking ticket number if the issue is a continuation of an existing request (If contacting Support Services via email, include this information in the email subject line, in the voicemail message, or to the Support Services representative.)
- Level of severity
- Detailed description of the problem, including any steps required to reproduce the problem

- The Support Services representatives' response times depend on the severity of the issue.
- Support Services strives to respond to all issues within 24 hours, though the response could be that more time is needed, depending on the complexity of the issue identified.

APPENDIX 1 – HONOR CODE

Connections Academy, a virtual school dedicated to student achievement at the highest level, expects academic honesty to be a core value for all its students, Caretakers, and staff. By making the choice to enroll in an alternative, study-at-home program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. Our Honor Code serves to reinforce our students' commitment to academic excellence, and all students in grades six and above must sign this Honor Code as part of the Connections Academy enrollment process.

As a Connections Academy student, I know that academic honesty is critical to my own success, as well as to the mission of my School. I also understand that an Honor Code is, by its nature, limited not only to those situations spelled out in the code, but includes the spirit of honesty and ethics implied by the written code. I agree that I will uphold not only the letter of this code but also its implied intent of ongoing commitment to full academic honesty.

I agree that I will ...

- never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own
- never post exam or quiz answers on the Internet or in other public places, nor use answers from posted exams or quizzes
- never provide a forged document or signature to the School
- never plagiarize in written, oral, or creative work
- be well-informed about plagiarism and not use "lack of knowledge" as a reason for engaging in plagiarism

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**See the School-Specific Handbook Supplement for additional information.*

- take assessments only after I have completed the lessons leading up to that test or quiz
- never give or receive unauthorized assistance on assessments. I understand that all assessments are "closed-book" and that my Learning Coach shall not provide assistance in determining answers on assessments.
- read and understand the contents of both the *Student Handbook: General Portion* and my school's *School-Specific Handbook Supplement*
- adhere to all Connections Academy Student Conduct guidelines for proper use of the internet and of all Connections Academy's equipment or materials provided to me
- accept the consequences, including disciplinary action, of breaking this Honor Code (More information on Discipline and Due Process for Students can be found in the *School-Specific Handbook Supplement*).

My signature below confirms that I have read, and agree to abide by, the Connections Academy Honor Code.

Student Signature & Date

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed and Updated: November 21, 2017

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, its managed schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

Overview

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. section 1232g; CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

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**See the School-Specific Handbook Supplement for additional information.*

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records, unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. Otherwise, both custodial and noncustodial parents have the right to:

1. Access and inspect their children's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "Eligible Student", at which point FERPA rights transfer from the parent to the student.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Right to Inspect and Amend Educational Records

Under FERPA, the school must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review his or her student's education records within 45 days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records.

Parents, legal guardians, and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student's education records; (2) a copy of all or part of the student's education record; and (3) a list of the types and locations of the student's education records collected, maintained, or utilized by the School.

A written request identifying the records to be inspected must be provided to the School. The school official will arrange for access and will notify the parent or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs.

A parent, legal guardian or Eligible Student has the right to request an amendment to an education record but must do so in writing. The request must clearly identify the part of the record in question, and specify why it is inaccurate or misleading for submission to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student then has the right to request and receive a records hearing review. The request must be made in writing. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary ruling, or placement determinations. Thus, while FERPA affords parent the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent, legal guardian or Eligible Student's request for amendment of education records, the school is not required under FERPA to hold a hearing in the matter.

Disclosure Without Consent

Parents, legal guardians or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent. The school may release education records to/for:

- School officials with legitimate educational interests. School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or school Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the school, such as an attorney, auditor, consultant, etc.; or a parent, student or volunteer serving in an official school capacity. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.
- Other schools when a student graduates or transfers. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Upon receipt of the request, the school will make reasonable attempts to notify the parent or the Eligible Student of the request and the date the records were forwarded.
- Accrediting institutions.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of a health or safety emergency.
- State and local authorities within a juvenile system pursuant to applicable state law.
- Parents if an Eligible Student is a dependent for IRS tax purposes.
- Appropriate parties in connection with financial aid.

Directory Information

FERPA permits the School to designate certain information contained in student educational records as Directory Information. Directory Information is generally defined as information not considered harmful or an invasion of privacy if released.

FERPA permits a School to disclose Directory Information for any purpose to third parties, unless the parent, legal guardian, or Eligible Student has exercised the right to opt-out of the release of their Directory Information. A parent, legal guardian or Eligible Student may opt-out of having his/her Directory Information released by completing the Authorization to Withhold Directory Information Form found in the Permissions Manager section of the Student Information Form (SIF). If refusal is requested, the Directory Information will not be disclosed except with the consent of the parent, legal guardian, or Eligible Student or as otherwise allowed by FERPA. This is an annual election which occurs during the enrollment or returning student process.

**See the School-Specific Handbook Supplement for additional information.*

The following information regarding students is considered Directory Information by Connections Education LLC and its affiliated schools:

- student name
- student city of residency
- student webmail address
- student telephone number
- student grade level

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the Disclosure without consent list or not categorized as Directory Information.

Custody, Dependency and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

[†]See the *School-Specific Handbook Supplement* for additional information.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents, legal guardians, or Eligible Students who have concerns or questions should e-mail to privacy@connectionseducation.com. Additionally, parents, legal guardians, or Eligible Students may file a complaint with the Department:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 3 – CONNEXUS TERMS OF USE

These Terms of Use may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Last Reviewed and Updated: October 23, 2017

Applicable To All Users

Acceptance of Terms

⁴See the School-Specific Handbook Supplement for additional information.

By using this Education Management System (“Connexus®”), you (hereinafter referred to as the “User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“Terms”). These Terms apply to your use of Connexus® and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (“Connections”) and included in, or available through, Connexus®, (“Connections Content”) as well as any content owned or licensed by a 3rd party content provider that is included in, or available through Connexus with that 3rd party’s permission (“3rd Party Content”) (Connections Content and 3rd Party Content collectively, “the Content”). If the User is a minor, he or she shall be the responsibility of his or her parent/guardian, who shall ensure that the User adheres to the Terms.

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Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus® log-in page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Connexus.

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**See the School-Specific Handbook Supplement for additional information.*

personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Connections, (2) use Connexus® in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of Connexus®, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus®.

Any use of Connexus for the following purposes is strictly prohibited. By using Connexus®, you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
- copy or distribute content included in Connexus® (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner's permission
- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property

- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- display racist, prejudiced, or discriminatory messages or pictures
- violate any state or federal law
- reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent
- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Connexus® (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- trespass in another's folders, work, or files
- promote commercial activities except as agreed to in writing by Connections
- advertise products or services or engage in political lobbying
- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail
- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to Section 219 of the Immigration and Nationality Act

Each User will have a user name and password (the "Log-in Information") for the purpose of accessing Connexus® and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus® and/or the Content by unauthorized persons using a User's Log-in Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain employees of Connections will be permitted to "log in as" someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain of the information available in Connexus® is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Connexus® in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third-party intellectual property may result in one or more of the following: termination of access to Connexus®, school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

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**See the School-Specific Handbook Supplement for additional information.*

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Connexus® ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus®;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Connexus® are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

Connexus® contains trademarks and service marks of Connections and of third parties. These marks may only be used in accordance with Connections' [Trademark Usage Guidelines](#) within the Website Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks outside of the Trademark Usage Guidelines, contact privacy@connectionseducation.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

Connexus® may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third-party-linked sites. Connections makes no representation, warranties, or other commitments whatsoever about any third-party websites or third-party resources that may be referenced, accessible from, or linked to Connexus®. A link to a website does not mean that Connections endorses the content, the website owner or use of such website. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Connexus®. Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of Connexus is also subject to the [Privacy Policy](#), which is part of these Terms.

Export Control

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No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Connexus®, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list

⁴See the *School-Specific Handbook Supplement* for additional information.

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in Connexus®, subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Connexus®. However, materials available through Connexus® are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.
- The User acknowledges that Connections is not liable for the conduct of any party using Connexus® or for any defamatory, offensive, infringing, or illegal materials contained on Connexus® or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus® at its sole discretion and without liability of any kind.

Disclaimer of Warranty

USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE IS AT THE USER'S SOLE RISK. ALL MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, AND SERVICES ARE PROVIDED "AS IS," WITH NO WARRANTIES OR GUARANTEES WHATSOEVER.

CONNECTIONS EXPRESSLY DISCLAIMS TO THE FULLEST EXTENT PERMITTED BY LAW ALL EXPRESS, IMPLIED, STATUTORY, AND OTHER WARRANTIES, GUARANTEES, OR REPRESENTATIONS, INCLUDING, WITHOUT LIMITATION, THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF PROPRIETARY AND INTELLECTUAL PROPERTY RIGHTS. WITHOUT LIMITATION, CONNECTIONS MAKES NO WARRANTIES OR GUARANTEES THAT CONNEXUS® WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE. THE USER UNDERSTANDS AND AGREES THAT IF THE USER DOWNLOADS OR OTHERWISE OBTAINS MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, OR SERVICES, THE USER DOES SO AT THE USER'S OWN DISCRETION AND RISK AND THAT USER WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGES THAT MAY RESULT, INCLUDING LOSS OF DATA OR DAMAGE TO THE USER'S COMPUTER SYSTEM. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF WARRANTIES, SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO THE USER.

Limitation of Liability

UNDER NO CIRCUMSTANCES WILL CONNECTIONS BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES THAT RESULT FROM THE USE OF OR INABILITY TO USE CONNEXUS® OR ANY COMMUNICATION SERVICE. THIS LIMITATION APPLIES WHETHER THE ALLEGED LIABILITY IS BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER BASIS, EVEN IF CONNECTIONS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, CONNECTIONS' LIABILITY IN SUCH JURISDICTIONS SHALL BE LIMITED TO THE EXTENT PERMITTED BY LAW.

Release

THE USER HEREBY RELEASES AND FOREVER DISCHARGES CONNECTIONS, ITS AFFILIATES, EMPLOYEES, CONTRACTORS, OFFICERS AND DIRECTORS, AGENTS, SUCCESSORS, AND ASSIGNS ("RELEASED PARTIES"), FROM ALL ACTIONS, CAUSES OF ACTION, INJURIES, CLAIMS, DAMAGES, COSTS, OR EXPENSES OF ANY KIND GROWING OUT OF OR RELATED TO THE USER OR USER'S MINOR CHILD(REN)'S USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE. THE USER UNDERSTANDS THAT THIS IS A FULL AND COMPLETE RELEASE TO THE MAXIMUM EXTENT ALLOWED BY LAW OF ALL CLAIMS AND DAMAGES TO WHICH YOU OR YOUR MINOR CHILD(REN) MAY HAVE AS A RESULT OF HIS OR HER USE OF CONNEXUS® REGARDLESS OF THE SPECIFIC CAUSE THEREOF.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, employees, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Connexus®, Content, or any Communication Services. Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

**See the School-Specific Handbook Supplement for additional information.*

Governing Law, Choice of Law, and Forum

The use of Connexus® shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Connexus® shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of Connexus®. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of Connexus® and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Connexus (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Connexus®, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Connexus®. Further, you agree that all terminations for cause shall be made in Connection's sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Connexus®.

[†]See the School-Specific Handbook Supplement for additional information.

Additional Terms Applicable to the Connections Community of Schools

WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms.

WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

Connections also operates academic Message Boards located within Connexus® to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections. Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below).

In addition to the WebMail system and the Message Boards, Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability with regard to the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Connections has no obligation to do so, Connections reserves the right (i) to monitor anything posted to a Message Board or other Communication Services or anything sent via Connections WebMail, and (ii) to remove anything which Connections considers offensive or otherwise in breach of these Terms or for any other reason as Connections deems necessary in its sole and absolute discretion. Connections also reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Connexus®. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party.

For Users enrolled in schools that are managed by Connections, only, by providing this information, Users within the Connections community of schools grant to Connections and to their school, a license to edit, use, reproduce, publish, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.

Users may also have the opportunity to participate in a LiveLesson® session or view a previously recorded lesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson® session. Any information that a User submits or is captured in a LiveLesson® session may be disclosed and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children. Each recorded LiveLesson® session is either the property of Connections or Connections has been provided permission for its use. Users agree that in exchange for being permitted to participate in a LiveLesson® session, the Users have assigned all rights that the Users have in the Users' and the Users' minor child(ren)'s performance in the LiveLesson® session to Connections. Some LiveLesson® sessions may be recorded, and the User hereby agrees to the recording of LiveLesson® sessions in which the User participates and the inclusion of any information, including personally identifiable information (written or verbal), provided by the User during the LiveLesson® session.

APPENDIX 4 – PRIVACY POLICY

This Privacy Policy may be updated periodically. The most current version is always available from the [login page of Connexus](#). Any changes will be effective as soon as they are posted in Connexus.

Last updated: November 21, 2017

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the global learning company, Pearson, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our Education Management Systems, Connexus® or ROADS® (collectively, the "Websites"), or contact us by phone or other means. This Privacy Policy applies to the Websites where this Privacy Policy is posted and to information we gather from you over the phone, via conventional mail or in person.

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[†]See the *School-Specific Handbook Supplement* for additional information.

800-382-8010 | Connections Education.com

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Connections reserves the right to change this Privacy Policy at any time. If we make any material changes to this policy, we will post any revised Privacy Policy on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. **By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.**

Information We Collect

We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.

Non-U.S. Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide to us is being provided to us in the United States and will be hosted on United States servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

Non-Personally Identifiable Information

Each time you visit a Website, information is automatically gathered such as your IP address, domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline cookies, you may not be able to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

We may use third-party cookies as part of remarketing activities we conduct with Google and/or other third-party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third-party cookies may record your visits to our Websites and web sites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. You may choose to be exempt from the use of Google remarketing cookies at the [Google advertising privacy page](#). Alternatively, you may opt-out of remarketing on the Google network and similar networks at the [Network Advertising Initiative opt out page](#). Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Personally Identifiable Information

We may collect personally identifiable information you provide voluntarily when requesting information, catalogs, enrollment, or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Connections uses personally identifiable information voluntarily supplied by you to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested. For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in Connexus®. Enrollment information that is collected in this manner may be provided to school districts or other third parties as required by state law, federal law, and/or school operating procedures.

[†]See the *School-Specific Handbook Supplement* for additional information.

Similarly, if you participate in a virtual learning program through your school and the school has contracted with Connections to utilize ROADS® in connection with the school's virtual learning program, personally identifiable information about you will be input into ROADS® by you and/or your school to facilitate the provision of virtual learning services to you.

Connections may also use personally identifiable information to communicate special messaging, new services, or upcoming events, to provide educational services to students and to otherwise support students, parents, legal guardians, and staff and/or your school with regard to matters such as academic progress, testing, attendance, customer service, or to share information with you related to legislative or regulatory initiatives that could potentially benefit or threaten virtual education in your state, to invite you to share your experience with virtual education, or in the event of an emergency. By providing your mobile number you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

We may share personally identifiable information within our affiliated companies and certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted by law.

Connexus® and ROADS® contain personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform the tasks for which they have been engaged. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law. Additionally, Connexus® and ROADS® contain "student educational records" that will be protected by Connections in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws, and we will only retain and disclose educational records or provide access to them in compliance with applicable law.

If you do not want to receive information unrelated to your enrollment in the school via email from Connections, you can email us at unsubscribe@connectionseducation.com to be excluded from receiving emails from Connections. If you do not want to receive any further information from Connections you can also call us at 877-550-1115 and ask to be removed from all of Connections' contact lists.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use; to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our employees, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally-identifying information with third-parties, except with your prior approval and in compliance with federal and state law.

Message Boards/Discussion Threads

We may offer message boards, or discussion threads through Connexus® or other education management platform. We may also offer LiveLesson sessions; the Connections virtual classroom environment. Please remember that anyone may read your postings on a message board or discussion thread, or view LiveLesson session content. Furthermore, any information that you submit to a message board, or discussion thread, or comments (verbal or in chat pod) included in a LiveLesson session, will then be disclosed and available to all users of that message board, discussion thread or LiveLesson session and is therefore no longer private or protected. We do not guarantee the security of such information that you disclose or communicate online in public areas such as message boards, discussion threads and in LiveLesson sessions. Therefore, all postings or discussions threads made by you are with which you participate are at your own risk.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA).

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com. Please note that if you make a request to prohibit personally identifiable information being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections, your child may no longer continue to be enrolled in Connections and this may terminate his or her participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

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**See the School-Specific Handbook Supplement for additional information.*

800-382-6010 | [Connections Education.com](http://ConnectionsEducation.com)

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Email: privacy@connectionseducation.com

Security

Connections takes reasonable steps to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

California Privacy Policy

California's "Shine the Light" Law

California residents have the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may send an email to privacy@connectionseducation.com with "Request for California Privacy" in the subject line write to Connections Education LLC 10960 Grantchester Way, Columbia, MD 21044 Attn: Legal.

California Do Not Track Disclosures

1. Online Tracking and Advertising

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⁴See the School-Specific Handbook Supplement for additional information.

We and certain service providers operating on our behalf collect information about your activity on our websites and applications using tracking technologies such as cookies, Flash cookies and Web beacons. Definitions for these tracking technologies, as well as information regarding how to disable them, are available below. This tracking data is used for many purposes including, for example, to:

- Provide useful features to simplify your experience when you return to our sites and applications
- Deliver relevant content based on your preferences, usage patterns and location
- Monitor and evaluate the use and operation of our sites and applications, including technical information about the device or browser you use to access our sites such as your device's IP address, cookie string data and (in the case of mobile devices) your device type and mobile device's unique identifier such as the Apple IDFA or Android Advertising ID
- Analyze traffic on our websites, including your browsing activity on our sites, which pages you visited and when
- Track the online ads we have served (or attempted to serve) to you, including how many times an ad has been served to you, what page the ad appeared on, and whether you clicked on or otherwise interacted with the ad

Tracking data collected by us and our service providers generally does not identify you personally and is not associated with your registration account. Should we associate this tracking data with your registration account, we will treat it as personal information.

2. Online Tracking Technologies

Examples of online tracking technologies include:

- **Cookies.** Cookies are pieces of information that a website places on the hard drive of your computer when you visit the website. Cookies may involve the transmission of information from us to you and from you directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use cookies to bring together information we collect about you. You can choose to have your computer warn you each time a cookie is being sent, or you can choose to turn off all cookies. You do this through your browser settings. Each browser is a little different, so look at your browser Help menu to learn the correct way to modify your cookies. If you turn cookies off, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- **Flash cookies.** We may use local shared objects, sometimes known as Flash cookies, to store your preferences or display content based upon what you view on our site to personalize your visit. Our third-party service providers also may use Flash cookies to collect and store information. Flash cookies are different from browser cookies because of the amount of, type of, and how data is stored. Cookie management tools provided by your browser will not remove Flash cookies. Learn how to [manage privacy and storage settings for Flash cookies](#). If you disable Flash cookies, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.
- **Web beacons.** Web beacons are small pieces of data that are embedded in images on the pages of sites. Web beacons may involve the transmission of information directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use web beacons to bring together information we collect about your browsing behavior.

3. Do Not Track

You can opt-out of our tracking your online activity for targeted advertising purposes

(Do Not Track): We respond to "do not track" or "DNT" signals sent from your browser. If our websites receive a DNT signal during a visit, we will not link data we collect to your browser identifier so that new data collected about you will not be used by us for targeted advertising purposes, but older data collected about you may still be used. You may [choose not to receive targeted advertising from us and our service providers](#). To opt-out of tracking by us you should select "AdRoll" and follow the directions on this site. If you opt-out we may still collect some data about your online activity for operational purposes.

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**See the School-Specific Handbook Supplement for additional information.*

Currently, there are various browsers (such as Internet Explorer, Firefox and Safari) that offer a DNT option that allows you to set the DNT signal on your browser so that third-party sites know you do not want to be tracked. For more information on DNT or information on how to set the DNT setting in your browser, go to the Do Not Track website: <http://donottrack.us/>.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com. Please note that email communications will not necessarily be secure. Accordingly, you should not include sensitive information in your email correspondence with us.

APPENDIX 5 – INFORMATION ABOUT MALWARE AND NUISANCE SOFTWARE

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the Internet. This software exists as adware, spyware, and freeware—generally classified as “malware”—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the Internet today, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

- **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- **Inappropriate sites:** Most of the malicious applications that get installed on the computer without the knowledge of the end user generally come from sites that are inappropriate in nature, such as pornographic sites.
- **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click “yes” instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or "tools" that can be a significant source of problems later on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

- **Example 1:** "[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below."

Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- **Example 2:** "By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance."

Comment: This also indicates that they can install additional software without your permission.

- **Example 3:** "The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer."

Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat-offenders takes time away from responsible users and results in longer delays in helping them.

Please remember that it is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the Internet, including the fact that they should never accept any software download from the Internet without specific authorization from the Connections Academy Support Services team. The Support Services team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. Note that the hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a family.

APPENDIX 6 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION

Last Reviewed and Updated: May 19, 2013.

This Protection of Pupil Rights Amendment (PPRA) Notification ("PPRA Notice") may be updated periodically. The most current version is always available from the [login page of Connexus®](#). Any changes will be effective as soon as they are posted in Connexus.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School's programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Learning Coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories ("Protected Information Survey"):
 1. Political affiliations or beliefs of the student or student's parent
 2. Mental or psychological problems of the student or student's family
 3. Sex behavior or attitudes
 4. Illegal, antisocial, self-incriminating, or demeaning behavior
 5. Critical appraisals of others with whom respondents have close family relationships
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 7. Religious practices, affiliations, or beliefs of the student or parents
 8. Income, other than as required by law to determine program eligibility.
- The right to receive notice and an opportunity to opt a student out of the following:
 1. Any other Protected Information Survey, regardless of funding

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- The right to inspect, upon request and before administration or use, of the following:
 1. Protected Information Surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents or legal guardians or students eighteen (18) years or older or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 7 - CENTRALIZED SUPPORT SERVICES

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. Connections Help, within Connexus, also provides families with support and guidance outside of the Support Services business hours for live assistance.

Enrollment Services

Call 800-382-6010 or send a WebMail message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

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**See the School-Specific Handbook Supplement for additional information.*

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific "Academic Placement Advisor" option (located under "Placement" in the WebMail address book) for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through his or her courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a WebMail message to "Technical Support" for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

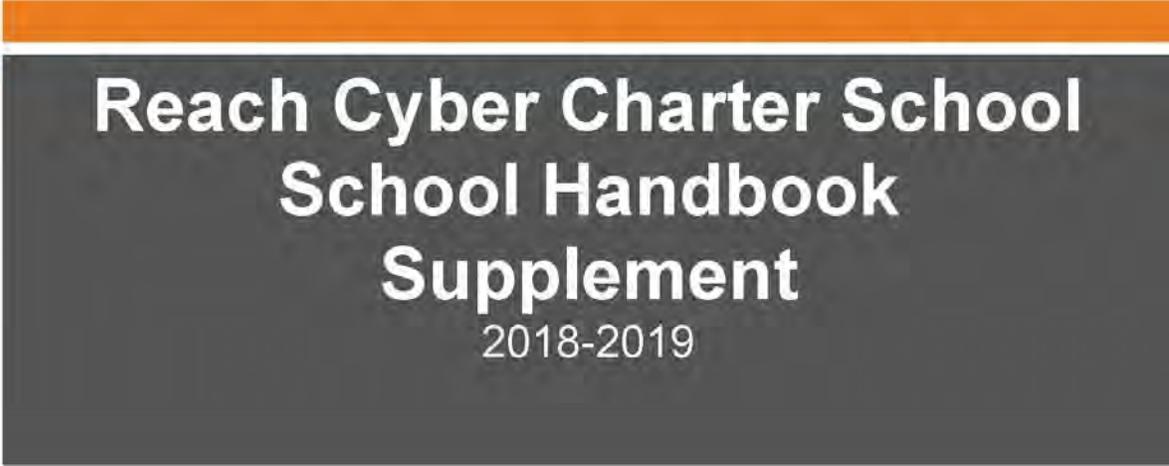
Call 800-382-6010 and choose Option 3, or send a WebMail message to "General Information" (located under Parent and Student Services in the WebMail address book). General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.

Parent and Student Services

The WebMail message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information.

All other types of questions should be directed to the school staff.

[†]See the *School-Specific Handbook Supplement* for additional information.



**Reach Cyber Charter School
School Handbook
Supplement
2018-2019**

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to Reach Cyber Charter School, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the General Handbook, the policies in this Supplement override policies in the General Portion and are the binding policies that should be followed.

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3 SCHOOL ORGANIZATION AND ROLES

3.1 Roles and Responsibilities

A primary goal at Reach is encouraging parent involvement. Please click on the link below to review a copy of Reach's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send a WebMail message to the Parent Involvement Coordinator at any time.

[Reach Title I Parent and Family Engagement Policy and Compact](#)

3.3 School Information

School Information	School Contact
Main School Address	750 East Park Drive, Suite 204 Harrisburg, PA 17111
Main School Phone Number	717-704-8437
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010
Lead School Administrator	Jane Swan
WebMail	All staff and support services are located in the Education Management System's (Connexus) WebMail address book.
Board of Trustees	Refer to the school website for the most current contact information.

3.4.1 School Calendar

Reach is a year-round cyber school for students in grades K-11 throughout Pennsylvania offering traditional, accelerated, and year round options. In all options, students will complete the required 180 school days, which can be completed in either a traditional September-May school year or extended over a July-June school year. Reach offers courses throughout the year—during a combination of the fall, spring, and summer sessions—providing students with flexible pacing options for meeting state education standards.

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
Labor Day	School Closed	September 3, 2018
<i>First Day of School</i>	School In Session	September 4, 2018
Veterans' Day	School Closed	November 12, 2018
Thanksgiving Break	School Closed	November 22-26, 2018
Winter Break	School Closed	December 24, 2018 - January 1, 2019
Martin Luther King, Jr. Day	School Closed	January 21, 2019
<i>First Semester End Date</i>	NA	January 24, 2019
Teacher In-Service	Staff Work Day	January 25, 2019
<i>Second Semester Start Date</i>	NA	January 28, 2019
Presidents' Day	School Closed	February 18, 2019
Spring Break	School Closed	April 18-19, 2019
	Staff Work Day	April 22, 2019
Memorial Day	School Closed	May 27, 2019
<i>Last Day of School</i>	School In Session	June 6, 2019
School Closed - Additional Administrator/12 Month Employee Days: November 12, 2018, November 26, 2018, February 18, 2019, April 18-19, 2019		

School Status Legend:

- No School in Session = Students and Teachers are NOT in school but Administrators ARE
- School Closed = Students, Teachers, and Administrators are NOT in school
- School In Session = Students, Teachers, and Administrators ARE in school
- Staff Professional Development Day = Students are NOT in school but Teachers and Administrators ARE
- Staff Work Day = Students are NOT in school but Teachers and Administrators ARE

Pacing Options for Students

Reach students have the option of enrolling in a Traditional or Accelerated Pacing Option and beginning in July 2017 the options will be extended to include a Year Round Pace. These options are described in the chart below and in the Required Instructional Hours section. Note the Accelerated Pace is available for high school students only.

Pace Option	Description	Total Number of Credits per School Year
Traditional (Standard) Pace	Student participates in Fall and Spring semesters carrying full course load.	6.0 credits
Year Round (Extended)Pace (Option begins July 2017)	Student participates in Fall and Spring semesters taking fewer courses AND in Summer session carrying the remaining credits to meet full year requirements.	6.0 credits
Accelerated Pace (for high school students only)	Student participates in Fall and Spring semesters taking a full course load AND in a Summer session carrying additional courses to exceed full year requirements.	7- 8 credits

3.4.2 Required Instructional Hours

Since Reach will offer three different pacing options, the instructional hours per week will vary depending on which option the student chooses.

Traditional Pacing Option: Students will attend school for 180 days, for a total of 900 or 990 hours annually based on grade level (see required instructional hours below).

- Grades K – 5 = 900 hours (25 hours per week, recommended 5 hours per day)
- Grades 6 – 12 = 990 hours (28 hours per week, recommended 5-6 hours per day)

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

Year Round Pacing Option: Students will attend school for 180 days, at four (4) hours per day during the fall and spring semesters, for a total of 720 hours for the fall and spring semesters. In addition, Year Round students must also complete a 41-day summer session, taking two (2) courses at two (2) hours per course per day. (The school recommends 21 hours per week for elementary and 23 hours per week for grades 6-12.

Accelerated Pacing Option: This option is available for high school students only.

Students will attend school for 180 days, at 28 hours per week during fall and spring semesters, for a total of 990 hours. Accelerated students must also take at least one (1) course during the summer session at two (2) hours per course per day, and may not take more than two (2) courses at one time without School administration approval. If accelerated students average one (1) credit per summer session, they may be able to finish high school in three (3) years.

Reach will require students complete 21 credits and all required courses to graduate. This can be met if the student earns six (6) credits during each of the fall and spring semesters for three (3) years and earns an additional one (1) credit each summer. The student may need to devote up to eight (8) hours per day for 41 days each summer to complete two (2) courses and earn one (1) credit per course. Students may complete more if approved by the Lead School Administrator.

3.5 Enrollment, Withdrawal, and Transfers

Reach Cyber Charter School does not inquire into, nor does it discriminate, based upon a student's immigration status. All enrollment decisions are made in accordance with applicable Pennsylvania and federal law.

Students should be immunized in accordance with state law prior to enrollment in Reach Cyber Charter School. If a student does not provide immunization records to the School within five (5) days of enrollment, the student will not be permitted to participate in any school activities, such as field trips. If a student transfers to the School after the first day of the school year, he or she has thirty (30) days to produce the documentation for required immunizations.

Maximum Age to Enroll

The maximum enrollment age of a student is determined by state law. In Pennsylvania, all students must be twenty-one (21) on or before July 1st. Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age, please contact the school.

Students requesting to be enrolled in the highest grade offered by the school must be on track for graduation with their cohort year. Students that have previously attempted coursework at the highest grade offered by the school will typically not be eligible for enrollment in the same grade.

Enrollment of Students Suspended or Expelled from another School

Students who are currently under suspension from another school are permitted to enroll at Reach. However, the student must submit their disciplinary record in order to be *eligible* to attend field trips, school events, etc. Based on that disciplinary record, the Lead School Administrator will determine if and when attendance at these events is permitted.

Students who have been expelled from another school may only enroll in Reach if the Lead School Administrator and Superintendent of the District of Residence agree to the enrollment. Failure to disclose a prior expulsion may result in an immediate removal from Reach.

3.5.2 Kindergarten and First Grade Admissions Policy

Entry Age for Kindergarten Students and Beginners

For students in Kindergarten, Reach will enroll students who meet the admission age that is determined by their resident school district.

Reach will follow 24 P.S. § 13-1304 Admission of beginners, which states, "Admission shall be limited to beginners who have attained the age of five years and seven months before the first day of September if they are to be admitted in the fall, and to those who have attained the age of five years and seven months before the first day of February if they are to be admitted at the beginning of the second semester."

3.5.3 Enrollment after the Start of the School Year

Students may enroll at Reach at any time of the year. The enrollment team will guide families through the enrollment process to include verifying records, recommending placement, and answering questions about the program requirements. Families enrolling mid-year or mid-semester are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. To contact the enrollment team call 1-800-382-6010.

Additional Information for High School

High school students entering mid-year or mid-semester must submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. Reach teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade in to the Reach grade book that represents the student's content mastery. That grade will be averaged with the Reach grades earned in that same semester.

3.5.4 Dual Enrollment in another K-12 Program

Because the school is a full-time program, students may not be concurrently enrolled in another public school on a full- or part-time basis. However, as provided by law, students may participate in extracurricular activities with their District of Residence.

In certain special circumstances, it may be possible for a student to participate in an activity at another local school within the parameters described below. Seeking such permission should be initiated *after* the start of the Reach school year.

To make these arrangements, Caretakers must obtain the *Request for Local School Activities* form from the Virtual Library. The form outlines the activity, lists contact information, and indicates that the cooperating Lead School Administrator agrees to: 1) not claim or collect any state, local, or federal funding for the student, and 2) assume all liability for that student while on the school grounds. Once the form is completed and signed, the Caretaker should present it to the Lead School Administrator, who will ensure that the student is in good standing and call the local school and make a final approval decision.

Violations of this policy may be grounds for disciplinary action.

3.6.3 Mandatory Testing

Students attending Reach will be administered the Pennsylvania System of School Assessment (PSSA) and Keystone Exams, as required by the Commonwealth of Pennsylvania.

PSSA is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is also assessed in Science.

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards in Mathematics and English Language Arts and to the enhanced Pennsylvania Academic Standards for Science.

All public school students, by their 11th grade year, must complete and score Proficient or Advanced on Keystone Assessments in Algebra 1, Biology 1, and English Literature or complete a Project Based Assessment in all 3 subjects. This is a Pennsylvania graduation requirement for the class of 2017 and beyond.

PSSA and Keystone Testing are administered at locations across the state during the testing windows. These site locations are determined by the school's population. Families will be required to take their students to these locations to complete all mandatory testing.

If you fail to participate in any of the state mandated tests, you will be considered truant for those testing days and may be subject to fines by your District of Residence. *Note: More specific information about the administration of the tests will be sent to families via WebMail after the start of the school year, including specific locations and times.*

PSSA Exam Dates. The PSSA exams will be given according to the calendar determined by the Department of Education; generally in April & May.

Keystone Exam Dates. All students who have completed courses for which a Keystone Exam is assigned must take the corresponding Keystone Exam.

Winter dates are offered in 2 waves, the first is generally offered in December and the second in January. Spring testing is generally offered in May and the Summer testing is generally offered in July and August.

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches or Caretakers are responsible for documenting student attendance in Connexus and the school is responsible for verifying accuracy of attendance records. Learning Coaches or Caretakers should document attendance daily whenever possible, but at a minimum must document attendance weekly. The school is required to report attendance records to the state annually so it is imperative that the documentation process is followed.

Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of code	Who enters the code?
0 – 9	Hours of Schooling	Learning Coach or Caretaker (and the school, as necessary)
V	Vacation	Learning Coach or Caretaker
E	Excused Absence	Teacher or Administrator
U	Unexcused Absence	Teacher or Administrator

Hours of Schooling/Attendance

Students must meet all regulatory requirements for attending public schools in the state. These regulatory requirements include attending school for 180 days and completing a required number of hours of instruction per year.

Hours of schooling per day and/or week are accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other educational activities.

Failure to attend mandated LiveLesson sessions, state testing, or respond to WebMail and phone call messages from teachers may be counted against documented attendance hours.

Although there is more flexibility in the Reach program than in a traditional school with regard to when instruction occurs, students, Learning Coaches and Caretakers should be aware that the school calendar reflects the days on which teachers are available to students. Specific school calendars and the required days and hours of instruction are posted in the School Schedule section of this Supplement.

Attendance Responsibilities by Role

Learning Coach Responsibilities

- **Record Hours of Schooling** - For each instructional day, Learning Coaches or Caretakers enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly hours of schooling listed in the "Pacing Options for Students" section to ensure compliance with state regulations. Learning Coaches and Caretakers may ask for assistance from the School to enter attendance records if they are unable to access a computer on a given day by calling the Attendance Coordinator at (570) 218-8217, per the Marking and Verifying Attendance section of the School Handbook: General Portion.
- **Alert the School of Excused Absences** – Learning Coaches and Caretakers cannot enter the "E (Excused)" attendance code in Connexus. If a student is absent, the Learning Coach or Caretaker must send information to the school about the absence. The absence should be reported through webmail to "Attendance Inquiries and Updates", which is listed in the address book in WbMail. The school will determine if the absence can be classified as excused, per the guidelines listed in the School Handbook:

General Portion. The Attendance Coordinator will then enter an "E" or "U" for that day's attendance. Please contact the Attendance Coordinator with any questions at (570) 218-8217.

- **Complete Defined School Year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- **Vacations or Days Off:** Students are allocated "vacation" days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on Presidents' Day, but then take the following Monday off. The Learning Coach or Caretaker would record hours of attendance on Presidents' Day, as though it were a regular school day, and then mark the Monday off as "V" for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach or Caretaker should seek approval from the student's teacher in advance.

Note that regularly-scheduled school holidays, vacations, etc. must still be marked with a "V" if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled *after* his/her official start date.

If a student has used his or her allotment of vacation days, any scheduled school day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly recommended hours on the days in which he/she does work, then the zero hour day will not adversely affect the student's attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent.

Educational Trips – If a student is participating in an educational trip, the Caretaker or

Learning Coach must submit a request to the school by completing the Educational Leave Form. This Form can be requested from the "Attendance Inquiries and Updates" option, located in Webmail, or can be found on the Virtual Library. The completed Educational Leave form must be submitted to the Attendance Coordinator at least two (2) weeks prior to the planned trip. The leave must be approved by school administration, and marked as "E (Excused)" in the system by the Attendance

Coordinator. Learning Coaches and/or Caretakers should communicate with teachers about adjusted work completion goals.

School Responsibilities

- **Monitor and Review Attendance Records** – The Attendance Coordinator will monitor and review attendance records on a weekly basis. They will follow up with Learning Coaches and Caretakers via phone and WebMail if the hours of schooling are not inputted by the following week to ensure compliance with state attendance laws. If there is a concern about the validity of a student's attendance records, the student may be placed in an "Alarm" status and administrators will review the records. Attendance Coordinators also identify and record excused absences, and can alter Learning Coaches' or Caretaker's attendance records with proper documentation, if necessary.
- **Maintaining the Integrity of the Attendance Data** – The attendance system prohibits further editing of attendance data at certain points. Any requests for adjustments to the previously verified records must be submitted to the school in writing for review, approval and adjustment.

Official Attendance Record – The Connexus attendance system is the record of Learning Coach or Caretaker documented attendance. It is however only one of many sources used to determine if a student is meeting the minimum instructional hours required. If it has been determined that a student has not completed enough work or that certain other program requirements have not been fulfilled, the Attendance Coordinator or Homeroom Teacher/Advisory Teacher may invalidate the Learning Coach or Caretaker record resulting in sanctions up to and including withdrawal. It is important to recognize that just marking proper attendance will not keep a student's attendance status "On-Track". If a student regularly does not complete enough work to remain "On Track", despite repeated assistance and intervention from the school, then the student may accumulate unexcused absences.

4.3 Attendance Status and Escalation Systems

Enrolled students are in one of four attendance statuses at all times:

1. On-Track
2. Approaching Alarm
3. Alarm
4. Exempt (rare)

Attendance status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and therefore attendance in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student's work completion rates are not on track or if he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Approaching Alarm or Alarm status. It is important to recognize that just marking proper attendance will not keep a student's attendance status On-Track.

When a student is in the Approaching Alarm status, he or she is in danger of being withdrawn. The school will work with the family to help get the student's attendance back on track. If these efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student's official disenrollment.

Very occasionally, none of the first three escalation statuses will be appropriate for a student. The student will be placed in "Exempt" status and escalation will not apply; however, all program requirements will still be applicable.

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. The Reach program offers a great deal of flexibility surrounding how many hours students spend each day on school work and on what days of the week they complete school work. Due to this flexibility, Reach has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand

how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the *Required Instructional Hours* section (Section 3.4.2) of this Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus on a daily basis.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any *assigned* mandatory LiveLesson sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends mandatory state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

If the students' teachers become aware that the student is not fully participating as outlined above, the student will be marked absent at the teacher's discretion. The Lead School Administrator, Attendance Coordinator, or teacher may override the number of attendance hours previously entered by a Learning Coach or caretaker, changing the attendance hours to a 0, if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused." The final decision about whether an absence is considered excused or unexcused will be made by the Attendance Coordinator or School Leader. Please note that three (3) unexcused absences is not in compliance with the law.

The school is required to report three (3) unexcused absences to the student's District of Residence to initiate truancy proceedings and involve additional community and county partners for support.

Reach is required to record student attendance in the same way as traditional public schools. If a student is not adequately engaging in the online program, or has accumulated more than three (3) unlawful absences, the school is required to notify the Caretaker in writing and work with the Caretaker and/or Learning Coach to create a School Attendance Improvement Plan (SAIP). If the student continues not to engage in the program, Reach will contact the student's District of Residence.

Unexcused Absences	Plan of Action
1. One (1) unexcused absence	Caretakers will receive a phone call and webmail notification that the absence is unexcused and that penalties may be enforced.
2. Second unexcused absence	Caretakers will receive a phone call and second webmail notification that a second unexcused absence has occurred and that additional penalties may be enforced.
3. Third unexcused absence	Caretakers will receive a phone call and written notification of three (3) unexcused absences and the student's District of Residence will be notified.
4. Fourth unexcused absence and fifth unexcused absence	Caretakers will receive a phone call and webmail, which will outline next steps with regard to a mandatory School Attendance Improvement Plan (SAIP) with school staff. Three (3) attempts will be made to hold a meeting with the caretaker to discuss the SAIP; however the meeting can be conducted without the Caretaker if they are unable to attend. Students with an IEP or 504 will be contacted about a meeting to review attendance concerns.

<p>5. Habitually truant status (having six (6) or more unexcused absences during the current school year)</p>	<p>Caretakers will be notified by phone call and webmail of absences and invited to attend a truancy diversionary program Live Lesson.</p> <p>For students under fifteen (15) years of age, the school will make a referral to other community-based attendance improvement programs or Children and Youth in the student's local area. The local district may also file truancy charges.</p> <p>For students (15) fifteen years of age and older, the school will make a referral to other community-based attendance improvement programs in the student's local area. The local district may also file truancy charges. Children and Youth may also be contacted if the student does not attend the community program.</p>
<p>6. Ten (10) unexcused absences</p>	<p>Students that reside in the city of Philadelphia will be referred to the Go Program. After ten (10) consecutive absences, the student will be withdrawn from Reach for truancy, and the resident district will be notified of the withdrawal.</p>

Reach Cyber Charter School will work closely with families in the event a student has unexcused absences from school. Our goal is to work collaboratively with families to prevent truancy and improve student attendance and achievement. The above process is outlined by the Pennsylvania Department of Education and is consistent with compulsory attendance laws of the state of Pennsylvania.

Definition of "Missing a Day of School"

Missing a "day" of school is defined as "missing a day's worth of hours in a week." Missing a day's worth of hours in a week may be considered a day of unexcused absence if the student or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

5 GRADING AND STUDENT EVALUATION

Grading Scale (Elementary and Middle School)

Reach uses the following grading scale for grades K-8 (See *Section 6, High School Programs and Policies*, for the grading scale for grades 9-12):

Grade	Minimum %	Maximum %	Passing?	Grade Points
A	90	100	Yes	4
B	80	89	Yes	3
C	70	79	Yes	2
D	60	69	Yes	1
F	0	59	No	0

6 HIGH SCHOOL PROGRAM AND POLICIES

Promotion

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum # of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels will be updated twice each year – once in the fall and again at the end of the school year. The automatic adjustments are based on the student's earned and verified credits recorded in Connexus.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade to most appropriately match the student's current academic needs.

Graduation and Diploma Requirements

To be eligible to graduate and receive a diploma from Reach, a student must meet all of the following requirements:

- complete the 21 credits required by the PDE in specific area and subject as outlined herein;
- be enrolled during the semester immediately prior to graduation, and not be full-time enrolled in any other school;
- earn at least 1.5 credits (or 3 courses) in the semester immediately prior to graduation;
- pass all state-mandated Keystone End of Course exams or Project Based Assessment(s); and
- meet any other additional graduation requirements required by the school or state.

A student may finish school during the school term in which he/she turns 21 years old.

Early Graduation

At the close of the second semester, the Lead School Administrator, school counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The Lead School Administrator will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements.

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the Lead School Administrator. The Lead School Administrator and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. After the Lead School Administrator grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in Reach and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in Reach*, and official transcripts will be available at any time by contacting the school. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by Reach, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects:

Subject	# of Credits
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Arts or Humanities or Both	2.0
Health and Physical Education	1.0
Additional courses from among those approved for credit toward graduation by the school including approved vocational education courses	5.0

Reach uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Connections Academy’s core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

Grades and Grade Point Averages (GPA)

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at Reach and at other schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student’s graduation. The school’s grading scale is below.

Semester and year-end grade point averages (GPA) calculations will follow a four point scale (below). GPAs will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	98 – 100	Yes	4.00	4.50	5.00
A	92 – 97	Yes	4.00	4.50	5.00
A-	90 – 91	Yes	3.67	4.17	4.67
B+	88 – 89	Yes	3.33	3.83	4.33
B	82 – 87	Yes	3.00	3.50	4.00
B-	80 – 81	Yes	2.67	3.17	3.67
C+	78 – 79	Yes	2.33	2.83	3.33
C	72 – 77	Yes	2.00	2.50	3.00
C-	70 – 71	Yes	1.67	2.17	2.67
D+	68 – 69	Yes	1.33	1.83	2.33
D	62 – 67	Yes	1.00	1.50	2.00
D-	60 – 61	Yes	0.67	1.17	1.67
F	0 – 59	No	0.00	0.00	0.00

Class Rank

Reach will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from Reach will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level. The class rank is not included on the student's official high school transcript.

Release of High School Educational Records

Reach will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's Caretaker, or from the student if he or she is 18 years or older or an emancipated minor.

To ensure that application deadlines are successfully met, the school requires advance notice of at least **10 working days** for requests to provide educational records to students, Caretakers, and/or third parties. We require **30 days'** notice for letters of recommendation.

Note: Class rank is only calculated twice a year.

Requests for records should be made using *the Authorization for Release of Educational Records Form* available in the Virtual Library.

Prerequisites

Students must meet all course prerequisite requirements prior to registering in them.

Prerequisites are listed by each course's overview in the course catalog. Semesters A and B of a course cannot be taken concurrently (during the same semester).

Duplicate Coursework: Repeating a Course

Students may repeat a course in order to improve their grade. Only the higher of the two grades will be included in the GPA. Credit will be awarded only once, for the higher of the grades. Both courses and both grades will show on the transcript.

Schedule Changes

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a Caretaker must make a request to the school counselor.

Transcripts

Students are able to access ongoing information about their courses through their online grade books within Connexus. To request an official copy of a transcript, families must complete a *Transcript Request Form* (located in the Virtual Library) and submit it to the Lead School Administrator for approval and processing. Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope. Caretakers are able to view a copy of the transcript through the Connexus at any time.

Credit from other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to Reach. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official Reach transcript will display both the credits earned at Reach as well as any transfer credits.

Credit for Coursework Completed in a Non-standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Reach for coursework completed in a non-standard school program.

1. **Assessment:** the student takes and achieves a passing grade (D-) on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher he or she will be granted credit for that course. The test(s) must be taken in a school-approved proctored setting.
2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
 - Samples of prior work
 - List of texts used in prior courses
 - Artwork
 - Writing samples
 - Report card from prior school/home school
 - Student Interview
 - Other materials as requested by the school counselor

The portfolio will be reviewed by each relevant content area teacher. The appropriate content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and/or French I & II, will be granted credit by the relevant content area teacher for each of the courses documented, and will be placed in Reach at the grade level appropriate for the number of credits granted.

The school counselor and/or Lead School Administrator may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Competency:** Based on a portfolio of materials similar to, but perhaps less comprehensive than that listed in #2, the subject area teacher makes a decision about where to place the student. After the student has completed one full semester at Reach, the subject area teacher reviews the student's progress in the Reach course(s). If the student earns a passing grade in the course that follows a course taken in a non-standard school, the Lead

School Administrator or counselor may award credit(s) for the course(s) taken in the non-standard school. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

Students may use any combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language.

Credits for courses completed in a non-standard school program may be granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in Reach.

High School Courses Taken in Middle School

Students may earn high school credit for high school level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course, and must be approved by the school counselor in advance. Students must have approval of the school to pursue this opportunity. Check with the school counselor for more specific information.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While Reach recognizes the value of these activities, they cannot be used to earn high school credit.

Independent Study

Independent Study is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an Independent Study project must complete an application and have the approval of the teacher, school counselor, and Lead School Administrator in advance.

Students Driving To Sanctioned Events

First and foremost, we highly recommend to Caretakers that students not be permitted to drive unaccompanied to Reach sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options. However, under certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a Reach sanctioned Event, students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an Event.
- Must possess a valid driver's license.
- Must use a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file
- Obtain school permission to drive unaccompanied to events.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the Virtual Library or the school).
- Document school permission to drive to events by obtaining the Lead School Administrator's (or designee) signature on the *Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for Events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events shall remain the responsibility of their Caretakers. If a student driving to or from an Event is involved in an accident, Reach shall not be liable for any injuries or damage; all liability rests with the student, his/her Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Under no circumstances shall students drive other students to an Event. If a student nevertheless permits another student or students to ride with him/her, Reach shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privileges may be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow state laws or school rules and/or procedures for Events, may have their permission to drive unaccompanied to school Events revoked by the school. Furthermore, students may be reported to the police for further action.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students

Enrollment Requirements

All Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) as soon as possible after the enrollment process is complete. It is important that the IEP is current and complete, and that all educational assessments and evaluation reports that support the IEP are also submitted.

Enrollment will not be delayed; Reach staff will work with families and with the student's prior school to obtain copies of necessary documents.

All documents are reviewed by the Director of Special Education, the student's IEP annual review date is noted, and an IEP meeting will be scheduled, if necessary. At the start of school, a member of the special education staff contacts the family to discuss specific student needs or to clarify information.

During the School Year

At the beginning of the school year, the special education team ensures that teachers of students with IEPs have access to each student's IEP. The teachers are made aware of each student's special learning needs and required accommodations. Teachers are also given guidance on how to make the necessary program accommodations and modifications.

Conducting IEP Meetings

The special education team, including a special education teacher, plans for and schedules all annual reviews and other IEP-related meetings. The team contacts families and establishes mutually agreeable meeting times. Typically IEP Team meetings are held in a virtual LiveLesson classroom and on a conference line and occur in compliance with all state and federal laws.

Special Education and Related Services

Some students qualify to receive special education as well as related services according to their IEPs. Due to the virtual nature of the school, the services are typically provided virtually over the Internet with real-time conferencing software. Reach will provide a continuum of special education and related service that may include alternative placements. The IEP team ensures that services are provided in compliance with the IEP.

Child Find

Reach has established and implemented Board-adopted procedures to identify, locate, and evaluate all children who need special education programs and services. Child Find refers to activities undertaken by the school to identify, locate, and evaluate enrolled children who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available.

Reach's Director of Special Education will serve as the Child Find Coordinator and will provide Child Find information and public awareness outreach to school staff, Caretakers, local organizations and agencies. School staff will receive information on analyzing universal screening results (including LEAP and DIBELS assessments) to identify students in need of instructional interventions and, potentially, special education evaluation. Students in need of intervention may also progress through Reach's Multi-Tiered System of Supports/Response to Intervention and Instruction (MTSS/RtII). Staff training will include how to facilitate requests from Caretakers for evaluation.

Reach conducts systematic screening activities that lead to the identification, location and evaluation of enrolled children with disabilities. Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available.

- Reach's MTSS/RtII frameworks helps teachers identify students in need of intervention who may not be meeting appropriate educational benchmarks.
- The screening activities include:
 - review of test data including statewide assessment results
 - review of academic progress
 - hearing and vision screening
 - assessment of student's academic functioning
 - observation of the student displaying difficulty in behavior
 - teacher and learning coach observations
 - determining the student's response to attempted remediation

Reach's statement about Child Find is accessible to the general public. The statement is located on the general school public website and is communicated through banner messages on Caretaker homepages within Connexus. In addition, all families enrolled in Reach receive Child Find information within the school newsletter, published on a semester basis. A link to the *Pennsylvania Parent Guide to Special Education for School-Age Children* is also provided in all locations.

Student Support Team

The Student Support Team (SST) at Reach is comprised of school administrators, general and special education teachers and staff, school counselors as needed and parents when appropriate. The team meets regularly to discuss the progress of students who are demonstrating difficulties with the Reach curriculum. Any academic or behavioral difficulties have been documented by the student's teacher in Connexus and are related to the student's academic performance, progress, participation, and/or attendance.

Teachers follow the SST referral process as they refer students for discussion. The team meets to:

- review student academic and/or behavioral difficulties,
- accommodations and modifications that have been implemented,
- attempted differentiation by the teacher of the content area of concern
- progress or regression noted by the teacher, and
- other relevant information.

After a thorough discussion, the SST members will offer suggestions, and will provide the teacher and Learning Coach with varying intervention strategies to implement with the student. An intervention strategy is planned, and systematic data collection by the Reach staff is implemented to resolve the issues. At subsequent follow-up meetings, the team discusses which strategies were implemented by the teacher and Learning Coach, how those strategies worked, how the student is currently performing, and if other strategies need to be explored or implemented.

If the members of the team determine that multiple strategies yielded no positive results, they will escalate their concerns to their managers and/or the special education team, as appropriate. Parents are also informed of the academic concerns. The SST may also elect to escalate the student's Reach warning status to the next level, thus informing the Caretaker and school administrator of the concerns. When appropriate, the SST will refer the student for a special education evaluation, and may do so at any point in the process.

Special Education: Educational Records Confidentiality

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of eligible children. The policy stated below has been prepared to ensure the privacy rights to both the Caretakers and an eligible child in the collection, maintenance, release and destruction of these records. This policy incorporates provisions from the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch. 12), the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the Confidentiality Section of the Individuals with Disabilities Education Act ("IDEA") , and the Confidentiality Section of PA Special Education Regulations and Standards.

Information in this policy will be reviewed and updated as necessary.

Destruction – means physical destruction or permanent expungement of personally identifying data from a student's educational record so the information in those records is no longer personally identifiable.

Directory information – includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Education record/records – means those records which are directly related to an exceptional student and are maintained by Reach. This includes records for a student who is currently or who in the past received special education and related services from Reach. Records include permission to evaluate, evaluation reports, IEP, Section 504, notice of recommended education placement, progress reports, etc. (Personal notes of instructional, supervisor, or administrative personnel are not considered to be part of education records.)

Personally Identifiable Information (PII) – includes data or information that identifies a student or a student's family members, including but not limited to, name, address, telephone, personal identifier such as student number or social security number or by a list of characteristics or other information that, alone or in combination, is linked or linkable to a specific student that could be identified with reasonable certainty.

Release – the giving of access to or the allowance of inspection, transfer, disclosure, or communication of any portion of a student's education records which includes in it personally identifiable information; the term also means release to any person by any means.

Student – means exceptional school age pupil or preschool pupil (eligible young child) with respect to whom an educational agency maintains education records.

Parent – includes a parent, guardian, or a surrogate parent who acts as a parent in the absence of a parent or guardian. Unless there is a state law or court order which provides to the contrary, the Intermediate Unit may presume that the parent has the authority to exercise the right inherent in the Family Educational Rights and Privacy Act of 1974 (FERPA).

Eligible student – a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education.

Authorized school official – means an administrator, supervisor, or instructor who has a legitimate education interest in the student's education.

Education Records

An education record shall be maintained for each child receiving special education services from the school at the following locations:

- A special education file shall be maintained in the Student File Room at Reach. This file shall be considered the complete special education file.
- A permanent record shall be maintained for each current child and stored in the school site.
- A health record for each currently enrolled student will be kept in a locked cabinet.
- A copy of the special education file, permanent file, and health file will be stored in the Records Room for students who are no longer enrolled in the school.

Transferring Files to Other Districts

When files are transferred to other schools, the file will be sent to the requesting district after a copy is made and stored in Reach's Records Room. The school will notify parents when a request has been made by another school district for a copy of their child's file.

Viewing Files

A Caretaker has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which will not exceed the costs of duplication).
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Student Access Rights

When a student is eighteen (18) years of age or attending a post-secondary education institution, the right accorded to and consent required of a student's parent/guardian by law will only be accorded to and required of the student.

Parental Access Rights

A Caretaker, eligible student, or designated representative shall have access to the student's education records within forty-five (45) days of receipt of written request in order to inspect, review or copy education records. The school may charge a fee for copying education records.

A Caretaker also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the Caretaker, the Consent to Release Information form must be completed by the Caretaker.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Accessing Records

Reach will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The Caretaker has the right to inspect the access record of their child's records.

Maintenance Records

The Director of Special Education shall be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible young children are enforced and administered. This official will:

- Annually notify parents/guardians and eligible students of this policy, its procedures, and their rights. The notification shall be in their primary language unless it is not feasible to do so.
- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all school faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing shall consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

Destruction

Reach will not destroy any part of an education record or personally identifiable information necessary for the education of a student who is enrolled or has been enrolled in the school.

Release of Information

In order to protect the rights of the student and his/her parents/guardians against infringement of privacy, misinterpretation of data, inappropriate use, Reach will obtain the written consent of the student's Caretaker or the eligible student prior to disclosing personally identifiable information from the education records of a student, other than directory information, except when prior consent for disclosure is not required by law. Consent will be obtained using the Consent of Release Information form.

Prior consent for release of such information is not required when disclosure is:

- To authorized school official or subcontracted agencies have a legitimate educational interest (a **legitimate educational interest** for an authorized school official means that this official will have administrative, supervisory, or instructional duties with regard to the student's education program.)
- To officials of another school or school system in which the student is enrolled or intends to enroll; records will not be released without notifying the parents/guardians.

- To authorized representatives of the Comptroller General of the United States, the Secretary, or state and local educational agencies.
- To state and local officials or authorities, if a state statute adopted before November 19, 1974, specifically requires disclosures to those official and authorities.
- To comply with judicial order or lawfully issued subpoena, provided Reach makes a reasonable effort to notify the Caretaker of the student or the eligible student of the order or subpoena in advance of compliance.
- To organizations conducting studies for, or on behalf of, education agencies or institutions provided such organization have received approval from Reach Board of Trustees.
- To a Caretaker of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
- In connection with a health or safety emergency, only if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Written consent will be obtained prior to release of personally identifiable information to any party not mentioned above. Prior to requesting consent, Reach will provide the Caretaker or eligible student in writing with the following:

- A general description of the information or record to be released.
- The form of the release.
- The reason the release was requested.
- The party or agency to which the information will be released.

Whenever the student's school district of residence, Intermediate Unit, or the Department of Education requests the release of information, a charter school must comply with the request within ten (10) days of receiving the request.

When a school district in which the student is enrolled or intends to enroll requests the release of information, Reach will comply with the request within ten (10) days of receiving the request.

Parental Request for the Amendment of Records

A Caretaker has the right to request that Reach amend information contained in education records collected, maintained, or used by Reach if she/he believes it to be inaccurate, misleading or in violation of the privacy or other rights of the student.

Subsequent to a request for an amendment, Reach shall decide whether to amend the disputed information within forty-five (45) calendar days after the receipt of the request to amend.

If Reach agrees to amend the disputed information, the Caretaker or eligible student shall be notified in writing.

If Reach decides not to amend the education record in accordance with the request of the Caretaker, Reach shall inform the Caretaker in writing of the refusal, the reason(s) for the refusal, and shall provide further notification of their right to request and receive a records review hearing.

The following procedure will be followed when the opportunity for a hearing is actualized:

- The hearing shall be held at a mutually agreed upon time and place within thirty (30) days after Reach receives the request of a hearing from the Caretaker.
- Reach shall give written notification to the Caretaker of the date, place, and time of the hearing not later than five (5) days in advance of the hearing.
- The Caretaker shall be afforded a full and fair opportunity to present evidence relevant to the specific information and reason(s) for requesting that information be amended, and may be represented at his/her own expense by an individual of his/her choice, including legal counsel.
- The hearing officer shall render a written decision within thirty (30) days of the conclusion of the hearing. This decision shall be based solely on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
- If the decision rendered is to amend the education records(s), Reach will inform the Caretaker of this in writing.
- If the decision rendered is not to amend the education records, Reach shall inform the Caretaker in writing of his/her right to place in the educational records of the student a statement commenting upon the information in the educational records and/or setting forth any reason for disagreeing with the decision of Reach. Parents/guardians will also be informed of their right to request an impartial due process hearing.
 - This response shall be maintained by Reach as part of the educational records of the student as long as the record or contended portion thereof is maintained by Reach.

- If the educational records of the student or the contested portion thereof are disclosed to any party, the explanation shall also be disclosed to that party.

Special Education: Independent Educational Evaluation

Definition

An independent educational evaluation (IEE) means one or more individual assessment(s), each completed by a qualified examiner who is not employed by Reach.

Right to an IEE

- A parent has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by Reach. The parent may be asked (but may not be required) to discuss their objection to the evaluation obtained by Reach, however the parent is entitled to only one IEE at public expense for each district evaluation.
- The parent has the right to an IEE at his or her own expense at any time, and the IEP team must consider the results.
- If a parent requests an IEE at public expense, Reach must without unnecessary delay, either:
 - Initiate a hearing under 34 CFR §300.507 to show that its evaluation is appropriate or,
 - Ensure that an IEE is provided at public expense.

Reach and IEE

Reach administrators and special education teachers are familiar with the provision and procedures for IEE. Any inquiry from a parent requesting an IEE is directed to the Director of Special Education. All evaluation reports, including IEEs obtained by the parent at his or her expense, are discussed and reviewed at a Multi-Disciplinary Team (MDT) meeting that includes the parents and all pertinent school personnel. The results of the evaluation are discussed and considered by the MDT and a decision is made as to what role they will play in further educational program planning.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students

Enrollment Requirements

Caretakers of students with Section 504 plans seeking to enroll in the school are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process.

When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 Coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan. Teachers will also have access to information as to accommodations and modifications on their home page.

Reevaluation

The school shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades, elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 Coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

New Referrals

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and

modifications, supplemental aides and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires the school to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Reach is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student is in need of assistance in order to fully participate in Reach's education program, please contact the school's special education coordinator or 504 Coordinator. You can also obtain 24-hour technical support by calling the Accessibility Hotline at 888-639-5960.

9 CONDUCT, DUE PROCESS, GRIEVANCE, AND COMMUNICATION

9.2 Bullying and Other Forms of Prohibited Behavior

Reach is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally

protected group, such as sex, sexual orientation, race, color, national origin, marital status, religion, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

Prohibited behaviors include all of the above.

The school Administration (and Board, if applicable) will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, Lead School Administrator, or assistant principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about

prohibited behavior against the Lead School Administrator should be filed with the Board President. Every student is encouraged, and every staff member is **required**, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process.

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The Lead School Administrator or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the Lead School Administrator or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file **written** reports regarding any suspected prohibited behavior by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the My School section of the Virtual Library, and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the Lead School Administrator for review, investigation, and action.

Students and/or their Caretakers may make *informal* complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in

writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the My School section of the Virtual Library. This written report shall be promptly forwarded by the school staff member and/or administrator to the Lead School Administrator for review, investigation, and appropriate action.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Bystanders

Bullying involves not only those who are bullies and their victims, but also the bystanders who are witnesses. Reach recognizes that bystanders may be negatively affected by bullying, but that they also have the potential to play a positive role in responding to it.

Bystanders may be negatively affected in the following or other ways:

- be afraid of being associated with the victim of bullying for fear of becoming a target of the bully themselves
- feel discomfort or fear at witnessing bullying
- feel guilt, helplessness, or loss of control for not standing up to the bully
- be drawn into the bullying behavior by group pressure
- or feel unsafe in the situation.

Conversely, bystanders may be able to help victims of bullying by doing the following:

- Ask for help from a trusted adult such as a teacher, Lead School Administrator, or other school official.
- Help the person being bullied: create a distraction to focus attention on something else; try helping the person who is being bullied leave the scene by telling him/her that you need them to play a game or that an adult needs to see them, etc.
- Don't give bullying an audience: bullies are often encouraged by the attention they receive, so don't support them by watching.

- Set an example: do not bully others; don't encourage bullies; create posters against bullying; join an anti-bullying club; tell a bully that his/her actions are not funny.
- Be a friend to the person being bullied.
- Spend time with the person being bullied: talk to them; listen to them; tell them you think that bullying is bad; tell them to talk to a trusted adult for help.

The school's expectation is that student bystanders will report bullying to a school official or other appropriate adult in a timely manner. If it comes to the attention of the school leadership or staff that a student bystander did not report bullying, the school will initiate a conversation with the student regarding the school's expectations for bystanders to report bullying. Second and subsequent occurrences of non-reporting of bullying may subject the student to more serious disciplinary action.

Any student who is actively involved in bullying, may be subject to disciplinary action for bullying as described in *Section 9.3 Discipline and Due Process for Students* in this Supplement.

Student Assistance Program (SAP)

Reach will maintain a Student Assistance Program (SAP) to identify, intervene, refer and monitor students having school related programs because of drug, alcohol, and/or mental health issues, and other barriers to learning.

What is Student Assistance Program (SAP)?

The Student Assistance Program is a voluntary, systematic intervention process for students at risk by a team of trained, professional school personnel and community agency liaisons.

The **mission** of Reach's Student Assistance Program is to identify, intervene, refer, and monitor students having school related problems because of alcohol, drug, and/or mental health issues, and other barriers to learning.

The **primary goal** of the Student Assistance Program is to help students overcome those barriers in order that they may be more successful academically.

The SAP Team is committed to the utmost confidentiality in all aspects of the intervention process. Matters brought before the team will not be shared outside of the team, unless there is a professional/parental need to know. Parent permission is obtained before any student is

interviewed by a team member. In situations where the health, safety, or welfare of a child is at risk, the SAP team is obligated to notify proper authorities.

Who is involved?

The core of the program is the Student Assistance Team comprised of teachers, administrators, school counselor, school nurse, and outside consultants trained to work with students.

How does SAP work?

The Student Assistance Team receives referrals from parents, students, teachers, administrators, and other concerned school personnel. Referrals are made by contacting any member of the SAP team. A list of the SAP team members can be obtained by contacting the school. Students can refer themselves.

What happens after a confidential referral?

After receiving a referral, team members gather information from other staff members who have had contact with the student. An informal team meeting is convened to determine the status of the referral. Parents are then contacted and asked to provide written consent before SAP services are initiated, and if consent is given, parents will be asked to provide similar information on the child. Parents or a student can decline participation in SAP at any time – the program is voluntary.

After compiling all information provided, the SAP team will then determine if recommendations for further services is necessary. The recommendations could be a conference with a SAP member or a request for an assessment provided by a trained specialist from a drug and alcohol or mental health agency. These specialists work with the team members to recommend appropriate action for that individual student. The team monitors and provides support for the student throughout the process.

Drug and Alcohol Abuse Policy

Drugs and alcohol are prohibited at all school sanctioned events and in all Reach buildings.

Drug and alcohol abuse among young people is a major problem confronting our society and our community. For this reason a clear policy on drug and alcohol abuse is established for the students of Reach.

It is generally agreed that the most meaningful approaches to drug and alcohol abuse involve cooperative efforts on the part of students, Caretakers, the school, community and social agencies. Furthermore, the best contribution schools can make is to provide positive, meaningful learning and the development of an educational program of value for each individual student.

Students attend school so that they may develop to their fullest potential. Reach recognizes the need to manage and treat the problem of drug and alcohol abuse and plans to take appropriate measures to prevent the problem of such abuse and support the establishment of a SAP. The purpose of the SAP is three-fold:(1) to identify students who are having problems because of drug/alcohol use or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) to refer those students for appropriate help.

The SAP is not a treatment program. It seeks to improve identification of students who exhibit forms of "at risk" behavior, such as suicidal intent, depression, drug and alcohol use and abuse. It also provides for intervention by making referrals to outside agencies.

I. **DEFINITIONS**

Controlled Substances (Drug /Mood altering Substance/Alcohol): Controlled substances, including but not limited to, alcohol, drugs, narcotics, and/or other health endangering compounds which include but are not limited to: alcohol, alcoholic beverages, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue solvent-containing substances, anabolic steroids, "look alike" drugs, prescription or over the counter drugs when in possession is unauthorized or such inappropriately used or shared with others, and all controlled substances identified in the following laws: Comprehensive Drug Abuse Prevention and Control Act of 1970 (P.L 91-513), the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, Act of April 14, 1972 (P.M. 233, No. 64) as amended; and The Controlled Substance, Drug, Device and Cosmetic Act (P.S. 780-101, et. seq.)

Look-alike Drugs: Substances manufactured or designed to resemble - 1) drugs; 2) mood-altering substances; 3) narcotics; or 4) other health endangering compounds

Under the Influence: A student shall be considered "under the influence" if he or she has consumed a controlled substance within a time period reasonably proximate to his/her presence on school property, on a school designated vehicle, or at a school sponsored function (i.e., field trips, state testing)

Student Assistance Program (SAP): A multidisciplinary team that includes teachers, administrators, and counselor. This team is trained to understand and work with adolescent drug/alcohol/mood-altering substance use, abuse, and dependency. The team's primary role is to identify, intervene, and refer for treatment any student who is suspected of engaging in drug/alcohol/mood-altering substance use, abuse, possession, and/or distribution.

Coordinator of Student Assistance Programs and Services: A certified program specialist with an expertise in the areas of social restoration and student high-risk behaviors.

Distribution: To deliver, sell, pass, share, or give to another person, or to assist in distribution of any alcohol, drug, or mood altering illegal substance; actual, constructive, or attempted transfer from one person to another of any alcohol, drug, or mood-altering substance.

Active Possession: To possess or hold without attempt to distribute, any alcohol, drug, or mood-altering substance.

Constructive Possession: A person's knowing joint control and/or access with other persons to any alcohol, drug, or mood-altering substance.

Cooperative Behavior: The student's willingness to reasonably and helpfully work with staff and school personnel, and to comply with Student Assistance Program requests and recommendations.

Uncooperative Behavior: The student's resistance or refusal (verbal, physical, or passive) to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit, and flight are examples of uncooperative student behavior. Uncooperative behavior includes, but not by way of limitation, refusal to comply with Student Assistance Program requests and recommendations.

Drug Paraphernalia: Includes any equipment, utensil or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes and bowls, and includes all items as defined as drug paraphernalia in Section 102 of the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, 35 P.S. 780-102, as amended.

VIOLATION OF POLICY

This policy is violated when any student, visitor, guest or any other person unlawfully manufactures, uses, abuses, possesses, constructively possesses, is under the influence of, distributes, or attempts to distribute drugs, alcohol, or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities utilizing transportation approved by the Reach, or who conspires, aids, or abets in the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood-altering substances.

Discipline, Rehabilitation, and Punishment

Any student who violates this policy shall be subject to the following disciplinary, rehabilitative and punitive actions. The school reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of drugs, alcohol, and other mood-altering substances even if the same is not provided for specifically in any rule or regulation enumerated herein.

Drug and Alcohol Policy

A student possesses drug-related paraphernalia and/or a student possesses (actively or constructively), uses, or is under the influence of drugs, alcohol, or mood-altering substances.

First Offense:

1. An administrator shall immediately contact the student's Caretaker(s).
2. An administrator shall contact law enforcement authorities.
3. If necessary, an administrator shall schedule an informal hearing.
4. If after the informal hearing the administrator determines the offense has been committed by the student, the administrator may:
 - a. suspend (suspension as defined in Section 9.3 of this Supplement) the student for seven (7) days;

- b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense.
5. Uncooperative behavior will lead to an additional three days of suspension.

Subsequent Offense(s):

1. The Lead School Administrator shall contact the student's Caretaker(s) and request that they report to the Lead School Administrator's office or conference via telephone if appropriate immediately.
2. The Lead School Administrator will contact law enforcement authorities.
3. The Lead School Administrator may schedule an informal hearing in accordance with Section 9.3 Due Process of this Supplement.
4. If after the informal hearing the Lead School Administrator determines the offense has been committed by the student, the Lead School Administrator may:
 - a. suspend the student for up to ten (10) school days;
 - b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;
 - c. have the option of requesting a formal disciplinary hearing to be scheduled before the Board, or a committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code based on the findings of fact.

If a student distributes a drug, alcohol, or mood-altering substance:

1. The Lead School Administrator shall contact the student's Caretaker and request that they report to the Lead School Administrator's office or conference via telephone if appropriate immediately.
2. The Lead School Administrator may schedule an informal hearing in accordance with Section 9.3 Discipline and Due Process for Students in this Supplement.
3. If after the informal hearing the Lead School Administrator determines the offense has been committed by the student, the Lead School Administrator may:
 - a. suspend the student for up to ten (10) days;
 - b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;

- c. request a formal disciplinary hearing to be scheduled before the Board, or Committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code.

9.3 Discipline and Due Process for Students

All students enrolled in Reach are expected to conduct themselves in accordance with the rules for the school, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the U.S. Constitution.

Discipline Measures

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will continue to have access to Connexus.

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, he or she is temporarily removed from class (Connexus) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the Lead School Administrator, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absences:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Intimidation:* A student who engages in behavior intentionally meant to cause another person to fear harm or injury, be frightened into submission or compliance, or to feel a sense of inferiority.

- *Harassment*: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism*: A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery*: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment*: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violence within a dating relationship*: a student who attempts to maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, emotional, and/or mental abuse.
- *Violation of acceptable use policy*: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues*.

3. Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others: possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

For those students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions. The student will continue to receive FAPE

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

An informal hearing will be convened with the student, Caretaker, Lead School Administrator and other staff members as appropriate. The Lead School Administrator will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his or her version of the occurrence. If the Lead School Administrator determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her Caretaker. The student will be provided all due process as required by law.

Suspension of over 10 days, or an Expulsion

If the school determines that a student's conduct may warrant expulsion, the Lead School Administrator will provide written notice to the Caretaker of the student of his/her determination and the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have

the right to present his or her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. After the hearing, the Lead School Administrator will make a recommendation for or against expulsion to the Board. Once the Board rules on the expulsion, the Lead School Administrator and/or the Board will provide notification to the student and Caretaker of the Board's decision and discipline determination. The decision of the Board is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 total days or 15 cumulative days in a school year, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

Reach requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

First Offense

The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student's teacher will contact the student to explain to the student the specific reason(s) why the work submitted is considered plagiarism, and will discuss with the student how to avoid plagiarizing again. The student will be required to resubmit the question/assignment with original work. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Second Offense

The second time a student is caught plagiarizing, he/she will be required to redo the question/assignment, but can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Third Offense

The third time a student is caught plagiarizing; he/she will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism by a student may result in a recommendation by the Lead School Administrator that the student be determined to be a repeat violator of school policy and a disruption of school discipline. Such recommendation may result in a determination to suspend or expel the student as outlined *Section 9.3 Discipline and Due Process for Students* in this Supplement.

Cheating

Reach requires students to complete all assessments (i.e. tests, quizzes, and quick checks) individually without the aid of, but not limited to: (a) the internet, (b) textbook(s), (c) a Learning Coach, (d) or other students. In addition, assignments other than tests, quizzes, and quick checks must be the student's original work. NOTE: It is not allowable for students to submit work through their Learning Coach's account.

First Offense

The first time a student is determined to have cheated on any assignment, the student will receive a zero for that assignment or assessment without the opportunity to make it up.

Second Offense

The second time a student is caught cheating he/she will be required to attend a conference call with a teacher and the Lead School Administrator.

Third and Subsequent Offenses

The third time (or subsequent times) a student is caught cheating, he/she may be required to complete the assignment/assessment in the school office under the supervision of a teacher.

9.5 Grievance Process for Caretakers

The school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and students adhere to their responsibilities stated in the PLCA and the School Handbooks, and when necessary, will discipline, suspend, or expel a student, invoice, refer to collections, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing, obtaining property under false pretenses, failure to return materials, or violating the materials and equipment policies.

Caretaker Remedies

If a Caretaker has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, he or she has the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at a lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a Caretaker feels that there has been unlawful discrimination on the basis of gender, race, ethnicity, or on the basis of disability, or when there are allegations of sexual abuse or any other unlawful misconduct on the part of the school or its employees, then the parent must activate the grievance procedures set out below and can directly report the complaint to the Lead School Administrator.

If charges are brought against a student for a breach of the PLCA, which could result in a suspension of up to ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. A Caretaker with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with his or her supervisor and respond to the Caretaker within a reasonable time period.
3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the Lead School Administrator. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff members, if necessary, within a reasonable time period.

If either party does not resolve this grievance, the Caretaker should then request a meeting with the Board, in writing, at least five (5) days before the regularly scheduled Board meeting. The contact information for the school Boards parent representative is set out in the contacts section of the handbook. Caretakers should contact the President of the Board with any concerns related to the grievance process or due process for a student. The Caretaker may also contact the PDE.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.2.2 Technology Provided

Reach will provide each student with the following:

- One laptop computer per student in grades K–12 with appropriate hardware and software for accessing the educational program and ensure the online safety of students.

- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.

Note: the most current information can be found in the Hardware and Connectivity section of your school-specific homepage.

10.2.5 Use of the Internet

Internet Reimbursement

Families will arrange for Internet service for their students to attend school and, will be regularly reimbursed for the full cost of Internet service (and also printer ink), as outlined below. Reach will reimburse the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The reimbursement schedule will also factor in students enrolled in Reach's various pacing models.

If a family lives in an area that receives limited or poor Internet connections or needs assistance in arranging Internet service, please contact the school.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, Reach will ensure the families are reimbursed for Internet expenses over the summer months.

Each family will receive a payment for the cost of home Internet costs, printer supplies, or any other supply to support the students' educational programs. The payment will be distributed out three times during the year through a third party vendor, unless this disbursement schedule would create a family hardship. In this circumstance, the family should request an alternative disbursement schedule to remove the hardship. In order for the household to receive the payment, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made and mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor.

Debit Card Issuing Schedule

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families enrolled in the Year-Round pacing option will receive the subsidy for the summer months. Families enrolled in the Traditional and/or Accelerated pacing options are not given a subsidy for the summer months.

Internet Safety Policy

It is the policy of REACH Cyber Charter School ("the school") to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information
- comply with the Children's Internet Protection Act ("CIPA") (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or "Internet filters") shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbook, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The School will provide age-appropriate training for students who use Connections Academy's Internet facilities. The training provided will be designed to promote Connections Academy's commitment to the standards and acceptable use of Internet services, as set forth in the School's handbook and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by the Board of REACH Cyber Charter School at a public meeting, following normal public notice, on September 21, 2016.

APPENDIX O

SUPPORT LETTERS

This appendix includes the following:

- Da Vinci Science Center
- Barnes & Noble Booksellers
- Harrisburg University of Science and Technology
- Paul Bauer, Dominos Pizza Franchisee and Parent of a Reach Cyber Charter School Student
- Parent Letters
 - Leigh Anne Kraemer- Naser
 - Nicki Williams
 - Tara Ann Rader



August 28, 2018

Mrs. Jane Swan, CEO
Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA 17111

Dear Mrs. Swan:

The mission of the Da Vinci Science Center is to bring science to life and lives to science. We serve more than 150,000 people annually, providing high-quality educational field trip experiences to students, professional development programs for teachers, classroom and after school programs for underserved students, and a safe and fun environment for families to experience the best day out with the kids. We are passionate about educating children and passionate about empowering teachers to make a difference in the lives of their students.

I know from firsthand experience that Reach Cyber Charter School goes above and beyond to provide high-quality educational experiences for students. I am particularly impressed by Reach's efforts to provide high quality STEM education programs to students, including access to hands-on learning experiences for students. These hands-on experiences ignite students' interest in science, technology, engineering, and math and provide valuable STEM and 21st century skills that help prepare students for high-quality jobs in the rapidly growing STEM workforce.

Over the past two years, Reach students and teachers have shown great enthusiasm for STEM programs. Reach students first attended the Da Vinci Science Center Women in Science & Engineering (WISE) Career Day in the spring of 2017. The WISE Career Connection Days not only offer hands-on workshops to students, they also provide direct access to professionals working within a wide range of STEM fields, helping students create a career path into the STEM Workforce. Last fall, Reach held a Back to School Night at the Da Vinci Science Center, offering students and teachers an opportunity to get to know each other while engaging in fun, hands-on science activities. It was amazing to see the programs that were created by the staff at Reach. Students and teachers had great enthusiasm for the custom, hand-made solar powered vehicle and the bicycle that powered household appliances. This was

3145 Hamilton Blvd. Bypass, Allentown, PA 18103 • 484.664.1002 • davincisciencecenter.org



The Da Vinci Discovery Center of Science and Technology, Inc. (or "Da Vinci Science Center" or "DSC") is an independent nonprofit organization with 501(c)(3) status. Its federal tax identification number is 23-2624084. The official registration and financial information of the Da Vinci Science Center may be obtained from the Pennsylvania Department of State by calling toll-free, within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement. Information about the organization's registrations in additional states is available on the web at davincisciencecenter.org/disclosures.



a really special way to start off a school year. The staff and students at Reach continued to participate in hands-on workshops at the science center throughout the year.

It has been a pleasure to work with the team at Reach over the past two years to offer STEM programming for the school's students. We know that Reach shares the Da Vinci Science Center's passion for educating children and empowering teachers to make a difference in the lives of their students. I am pleased to offer this letter of support for Reach Cyber Charter School's application for charter renewal and I look forward to many more memorable STEM programs in the future.

Sincerely,



Brian Strohecker
Director of Business Development
Da Vinci Science Center
3145 Hamilton Blvd. Bypass
Allentown, PA 18103

3145 Hamilton Blvd. Bypass, Allentown, PA 18103 • 484.664.1002 • davincisciencecenter.org



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August 20, 2018

Mrs. Jane Swan, CEO
Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA 17111

Dear Mrs. Swan:

Barnes & Noble is known for offering an extensive selection of books and products, but beyond what we sell, we are truly dedicated to providing our customers exemplary service that extends well into the communities that surround us!

As a Community Business Development Manager, I am dedicated to developing community partnerships with our educators, local schools and arts and literacy non-profits, as well as businesses. We offer in-store and online bookfair fundraisers, hands on learning with demonstrations for our STEAM products and tech tools (which align with the schools' curriculums and the State's Ready to Learn Block Grant), as well as educator appreciation days and receptions, where teachers can receive their ACT 45 & 48 credits, and we offer discounts through our educator, institutional and business accounts.

I was first introduced to Reach Cyber Charter School, several years ago, when I met Scott Stuccio (Marketing & Social Outreach Coordinator for Reach Cyber Charter School), at the Da Vinci Science Center's STEM event. I was so impressed with the school's vision and programs, as well as Scott's passion! Since then, we have continued to find ways to partner with Reach Cyber Charter School's ever evolving STEM program. Scott and his team, of dedicated educators, have created some outstanding events throughout communities across Pennsylvania.

We have hosted several bookfair fundraisers together, which allowed Reach's students and teachers a way to showcase their projects to our local community and other families, who might be interested in joining this innovative school. This past February, we had Reach's bookfair activities involve their LEGO camp. The camp was aimed at students looking to invent and problem solve through the discovery of mechanical principals; thus they were able to explore, investigate, and solve tasks related to real world problems. They also worked with WeDo 2.0, which proved to strengthen students' understanding of eight science and engineering practices through hands-on projects. Throughout their event time, students worked collaboratively; exploring, creating, and sharing their findings, as they built, programed and modified projects. The camp also served as a solution to boost the students' confidence to ask questions and solve problems, by putting scientific discovery in their hands.

I highly recommend Reach Cyber Charter School's application for charter renewal and I look forward to continuing to build upon our shared interests in educating and exploring the ever growing field of STEM, within the educational community of our state.

Sincerely,



Colleen Gorsky
Community Business Development Manager
Barnes & Noble, Inc.
2960 Center Valley Parkway, Ste. 742
Center Valley, PA 18034
610-791-3825
Crm2259@bn.com



July 18, 2018

Mrs. Jane Swan, CEO
Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA 17111

Dear Mrs. Swan:

As President of Harrisburg University of Science and Technology (HU) a comprehensive, non-profit university with a mission of providing the best science and technology education to traditionally under-served students in urban environments, I am pleased to submit this letter of support of the Reach Cyber Charter School (Reach) application.

The academic proposal for Reach Cyber Charter School is very exciting in that it combines a core academic program aligned to Pennsylvania standards with flexible pacing options and STEM activities and experiences. HU believes this approach addresses an urgent need for more opportunities for Pennsylvania students in PreK-12 to develop competencies in science and technology fields. The Reach proposal directly addresses this need and, importantly, will serve as a model that public schools across the Commonwealth can replicate.

Particularly exciting from HU's perspective is the plan's focus on STEM enrichment beginning in the early grades and an academic program that emphasizes the creation of ongoing opportunities for students to become interested in and ready for courses and careers in STEM. HU knows the impact and effectiveness this approach can have because we have witnessed it first-hand through the career exploration sessions our faculty has done with middle school students and the STEM exploration camps we offer each summer for high school students.

Important as well is Reach's focus on professional development and building up STEM expertise with teachers. HU's work with Pennsylvania K-12 educators has highlighted a need to expand the capacity of teachers in STEM literacy and to provide them not only exposure to cutting-edge STEM fields like interactive media, forensics, or geospatial technology but the ability to integrate them into classroom lessons in a way that is aligned to state standards and local curriculum. We see tremendous value in the Reach proposal to harness the many professional development activities HU offers and apply them strategically to enrich training opportunities for teachers.

326 Market Street • Harrisburg, PA 17101



Domino's Pizza
309 Chestnut Hill Road
Fredericksburg, PA 17026

To: Jane Swan, CEO
Reach Cyber Charter School

From: Paul Bauer

Date: August 11, 2018

Mrs. Swan,

I am writing to give you my experience with Reach. I have a 10-year-old daughter, Ava, who has done cyber school from the very beginning. We find the flexible schedule extremely important, owning three businesses in three different towns. It gives us the flexibility to do school around our business demands. I feel that she has learned a lot of different subjects that are not available in a normal brick and mortar school. Ava has thoroughly enjoyed the extracurricular activities as well.

I think for someone like us, with our schedule, a school like this offers a great option. We never know where we are working on what days. We also don't have someone available to watch Ava if we did have to work, and she was in a brick and mortar school.

I think this is a valuable and thorough program. I would recommend this to any other business owner in my situation, and fully support your charter renewal.

Feel free to contact me anytime with any other questions at PB@pbjpizza.com or 717-433-1316.

Paul Bauer, Franchisee

Curriculum Solution
Center



www.curriculumsolutioncenter.com

July 19, 2018

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

Dear Jane,

I am writing to you today to offer my endorsement for Reach Cyber Charter School's upcoming renewal as a Pennsylvania Charter School. Over the past year, I have personally witnessed Reach's award winning curriculum build academic competency and student success. The learning management system Connexus allows students the opportunity to stay on task and move individually or with a personal learning coach through course material along with the support of the highly qualified staff during regular live lesson interactions. The staff is prompt with communication to students and parents, always exuding professionalism and solution-seeking strategies. This school excels at providing high quality education in a non-traditional setting that allows flexibility for families across the state. I have met first hand with families who have sought Reach because of social issues, a poor quality local school, health risks, learning differences, or youth activities. All of them have found the environment, program, and structure they need in a school meeting Governor Tom Wolf's goal of schools that teach.

More importantly than all that I have summarized in the above paragraph, I offer support not only as a certified Pennsylvania teacher, nor as an education consultant; I offer my sincerest and most ardent support as a parent of two very happy students at Reach. My daughters are bright, driven, and tenacious in their love of learning. They read voraciously and when books are not in their hands, they are tinkers and creators. In our previous school, these passions were criticized as distractions from the worksheets and drills in a teacher-led environment. At Reach, the experience could not have been more different, and in such a wonderful way. Suddenly, my middle school daughter's teachers were jotting notes to her in personal webmails to chat about the books she was reading in her spare time. She was invited to an independent study program where Mr. John McMurray let her design her own learning path in STEM. She taught herself, with his support, to develop iPhone applications to integrate SmartHome devices. She won the Winter STEM Challenge that came with a scholarship to Harrisburg University of Science and Technology, another supporter and partner with Reach. With the encouragement of the Reach teachers, there was always a STEM build going on in my home, whether it was an assigned project integrated with their regular studies, or just something the girls wanted to build and show off.

There are no words to describe how exciting school became for our family this past year at Reach. We cannot wait for what the next year, and hopefully many years to come, will bring. I wholeheartedly and without reservation endorse Reach Cyber Charter School's application for charter renewal. If these praises are not enough, please feel free to contact me and I will be more than happy to share more.

Respectfully,

Leigh Anne Kraemer-Naser, M.Ed.
Director and Owner, Curriculum Solution Center
lkraemer@curriculumsolutioncenter.com
412-400-1622

Reach Cyber Charter School Renewal Application

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

Dear Jane,

As a proud learning coach of a Reach Cyber Charter School student, I'm pleased to write you and tell you all about some of the exciting opportunities in which we have taken part at our school. My son had an amazing first year in Kindergarten. It began with his teacher calling our home to introduce herself and get to know our family. She took time to make sure we were well acquainted and learned our common hobbies, interests, and educational goals for the school year.

The first contest in which my son participated was an "Attendance Awareness" poster contest. My son designed a superhero poster, "superheroes always show up," and was delighted to win a prize. It was such a creative way to help teach children the importance of attending class, participation, and organization skills!

Reach and my son's teacher kept the fun going and offered many important skill-building contests, as well as their daily lessons, attending field trips with their teachers and classmates, meeting one-on-one, and live lesson sessions with their teacher and classmates. All the learning materials were provided, so my son could easily take out whatever items were needed for his lessons. We were delighted with the friendliness and efficiency of the entire school staff. Whenever we needed help or further clarification, we received a solution quickly. One area that stood out above the rest is Reach's specialization and dedication towards an excellent STEM education. As a learning coach, I was delighted to assist my child in all the science projects and experiments. My son would discuss these projects for months afterwards. It's amazing to see how much his interest in his environment has grown!

As a parent and learning coach, I want nothing more than to assure my child is getting best possible education. I know with the right curriculum, teachers with their heart in the right place, and a close-knit family environment, he will continue to thrive in his career as a student. Reach offers all this and much more. We've made lifelong friends in our first year at Reach that accompany us hiking, to museums, and we've even gone on the best beach trips with them this summer. We're incredibly glad to be part of a school with such dedicated and wonderful families.

Here's to the 2018-2019 school year and beyond, with the renewal of your charter. I know every year will be even more of a success than the last as Reach continues to grow. Reach has awoken the curious intellect in my child and he's very excited for his academic future!

Sincerely,
Nicki Jo Williams, Reach Cyber Charter School Learning Coach

Nicki Jo Williams
24 West Lincoln Avenue
Lititz, PA 17543

Tara Ann Rader

220 Creek Run, East Stroudsburg, PA 18302
(908) 310-8447 tararader@live.com



July 23, 2018

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

Dear Mrs. Swan,

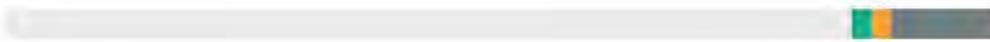
Upon concluding our first year with Reach Cyber Charter School, I feel compelled to share with you just how valuable the cyber school experience has been for my student. My daughter, Victoria Rader, attended 5th grade during the 2017-18 school year. Previously, she was a student at a local, physical public school. Victoria experienced many of the downsides of a physical classroom, while not being wholly supported in enrichment goals.

As a student of Reach Cyber Charter School, not only did Victoria's grades and well-being improve dramatically, but she also found the enrichment she sought - she was able to take a language course, participate in clubs that aren't locally available, and delighted in partaking in STEM-based activities with her teachers and classmates. Our family chose Reach because of the school's STEM focus, and we have been extremely pleased with the offerings. The arrival of Victoria's STEM Box for 6th grade has added even more to the excitement. She and I are both curious and looking forward to finding out what each item will be used for!

Reach, its faculty, and its staff, have been an absolute blessing for our family. I look forward to working with you for the next seven years. Thank you for making this program available in Pennsylvania.

Sincerely,

Tara Ann Rader



APPENDIX P
TITLE I PLANNING MEETING

This appendix includes the following:

- Reach Title I Planning Committee Meeting from March 8, 2017



Reach Title I Planning
Committee Meeting
March 8, 2017

Agenda

- Introductions
- What is Title I?
- Why Title I?
- Why this meeting?
- How does Title I work?
- What is the current plan?
- What is the Parent compact?
- Parent Right to Know Letter
- Student Data
- School Goals
- Areas of Focus
- Action Plan
- Questions and Answers



Introductions

- Thank you for introducing yourselves to the group!



What is Title I?

No Child Left Behind (NCLB) Act of 2001

- The No Child Left Behind Act was signed into law January 2002. This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB requires a tightening of accountability:
 - Broadened to focus on all children - subgroups
 - State Accountability - AYP
 - Flexibility at local level
 - Requiring parent options- Choice
 - High expectation for instructional practices and student achievement requiring the implementation of evidence based research initiatives



What is Title I?

- The Title I program under the No Child Left Behind (NCLB) act provides funds to local school districts or charter schools to improve the education of disadvantaged students from birth through the 12th grade.
- Funds are based on the percent of students eligible for the Free and Reduced Lunch program



Why Title I?

The goal of Title I

- Help close the achievement gap between low socio-economic students and their peers
- Funds carry with them several accountability measurements including:
 - consistent improvement of scores on standardized assessments, employment of highly-qualified teachers, etc.
- Funding is restricted to certain categories which include:
 - additional teachers, staff development, tutoring, extra materials, parent/family activities



Why This Meeting?

- The *No Child Left Behind Act of 2001 (NCLB)* requires that each Title I School hold an Annual Planning Committee Meeting to plan and review the of its school's participation in Title I and to plan for the upcoming year.



How Does Title I Work?

- Through NCLB/ESEA the federal government provides funding to states each year for Title I.
- The Pennsylvania Department of Education notifies the districts of the allocation in the spring each year.
- Funds are based on the percent of students eligible for free and reduced meals.
- Reach qualifies as a Title I school and implements targeted programs as a year one school.



What is the current plan?

- Reach was approved for Title I on February 16.
- Title I funds, improving basic programs, allotted 189,680.00
- Title II funds, improving teacher quality, allotted 26,904.00



What Is The Parent Compact?

- The School-Parent Compact outlines how parents, the school, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Pennsylvania's high standards.
- Found in the Virtual Library
- Adopted by the board on February 22, 2017



What Is The Parent's Right to Know Letter?

- The Parent's Right to Know letter is provided to inform parents of their right to receive information regarding the qualifications of their child's teacher as required by NCLB.
- Sent via webmail to families on February 10, 2017.



Why Do Parents Need To Be Involved?

- Parents are a child's first and most important teacher!
- Consistent parental engagement can raise your child's academic performance.
- Parents ensure that their student is engaged in his academic assignments, and they set the tone for importance.
- Teachers can provide the skills a child needs to be successful, but parents can provide the opportunities for children to use what they learn in real world activities.



Student Data: Enrollment

September 6, 2017	March 7, 2017
467	938



Student Data: Reach Enrollment by Grade

Grade	Student enrolled
Kindergarten	72
First	48
Second	67
Third	60
Fourth	71
Fifth	82
Sixth	91
Seventh	152
Eighth	141
Ninth	154



Student Data: School Demographics

Low Income Percentage	67%
Ethnic/Racial Breakdown & school enrollment	Percentage
White	57.4%
Black	21.1%
Hispanic	14.5%
Native American	Less than 1%
2 or more ethnicities	6.2%
Students with IEPs	16.1%
ELL students	Less than 1%
Migratory Students	Less than 1%
Homeless students	Less than 1%



2016-2017 School Goals

Goal Description	Weight	Goal %
<p>State Test Scores: All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level so results can be roughly compared across states. Each ratio is capped at 1.00 and a weighted average is computed based on the number of tests taken by students at the school and officially counted. If no official pass rate and number of students tests counted is available for a subject-grade level test, one will be computed using data loaded into Comexus.</p>	35%	100%
<p>Test Score Growth: 100% of full academic year 3-8th graders will make at least one year of growth or be proficient as measured by the LEAP test.</p>	10%	100%
<p>K8 & HS Successful Course Completion: 100% of completed courses in Math, ELA, Science and Social Studies will result in a passing grade or credit</p>	20%	100%



2014-2015 School Goals

Goal Description	Weight	Goal %
HIS Cohorts (all 4 current) % on-track (10% for 16-17 and beyond): This will be calculated separately for each of the 4 "active" cohorts in a high school (2017, 2018, 2019, and 2020 for the 2016-2017 school year), so each cohort will be worth 2.5% points (for this first year, 9th grade will account for 100%).	10%	100%
Parent Satisfaction: Reach will have an average of 80% positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools.	15%	100%
Student Retention: Reach will have a 100% "during school year" retention rate, (DSY) equal to one minus the DSY withdrawal rate as reported in the June 30 Monthly School Report. (MSF) as reported in the June 30 Monthly School Report (MSR)	10%	100%
TOTAL	100%	



Areas of Focus: determine action items

- **Current Year: Elementary** review strengths and weaknesses of student performance, areas of need.
- Plan for next year
- **Current Year: Secondary** review strengths and weaknesses of student performance, areas of need.
- Plan for next year
- **Current Year: Needs of the students, parents and staff**
- Plan for next year: how will these needs be met

- Join a group; discuss, return with reflection and action items.
- Use **IA 1978418** to retrieve the **SYCStatus** report and Assessment completion information



Action Items examples

- Increase participation in Scantron and LEAP
- Target interventions in reading and math
- Progress monitor targeted interventions
- Participate in increased field trip opportunities throughout the school year
- Focus on response time of all staff to parent/student concerns
- Provide Learning Coach support sessions



Q & A

Questions?



Contact Information

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Cyber Charter School 2018 Renewal Application



COMMONWEALTH OF PENNSYLVANIA DEPARTMENT OF EDUCATION

333 Market Street

Harrisburg, PA 17126-0333, 3rd Floor

www.education.pa.gov

October 1, 2018 5 p.m.

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REQUIRED ATTACHMENTS

Section	Description	Attached (Y/N/)	If Not attached, Explain**
Instructions	Summary letter from CEO	Y	
Application Fact Sheet	Any Leases, Deeds or Real Estate Agreements not Previously Submitted to the Department	Y, Appendix A	
Student Achievement	PSSA Report for Previous Years (chart provided)**	Y, in application	
Student Achievement	Random Sample of Lesson Plans	Y, Appendix B	
Student Achievement	Copy of the School Calendar	Y, in application	
Student Achievement	Copy of the School Improvement Plan (if applicable)	Y, Appendix C	
School Operations and Management	Teacher Turnover Chart (chart provided)	Y, in application	
School Operations and Management	Union Contracts with Professional Employees, if applicable	N	N/A
School Operations and Management	Certification Level Chart (chart provided)	Y, in application	
School Operations and Management	Most Recent Financial Statements	Y, Appendix F	
School Operations and Management	Annual Audits for Each Year of the Charter	N (An independent audit has been performed for the 2016-17 school year and has been submitted already).	
School Operations and Management	Investments Chart (chart provided)	Y, in application	
School Operations and Management	List of Board Members who have served since the last renewal, the dates they served and in what capacity	Y, in application	
School Operations and Management	Copies of Signed Ethics Forms (as required by the State Ethics Commission) for each Board Member currently serving	Y, Appendix G	
School Operations and Management	Agenda for every board meeting held within the last school year	Y, Appendix H	
School Operations and Management	Evaluations of the External Management Organization (EMO), if applicable	Y, Appendix I	
Overall School Design	Examples of Communication, Outreach and Marketing to the Community and Parents	Y (Appendix J)	
Overall School Design	Agendas and Sign-in Sheets from Parent and/or Community Events	Y Appendix K	
Overall School Design	Surveys and Response Summaries Conducted by the School	Y, Appendix L	
Overall School	Enrollment Chart (chart provided)	Y, in application	

Section	Description	Attached (Y/N/)	If Not attached, Explain**
Design			
Overall School Design	Policy for Attendance, Truancy and Withdrawal	Y, in application	
Overall School Design	Attach copies of all forms used for Truancy Communications to parents, resident school district, etc.	Y, Appendix M	
Overall School Design	School Safety Plan	Y in application	
Overall School Design	Student Handbook	Y, Appendix N	
Plans for the Future	Projected Enrollment Chart (chart provided)	Y, in application	
Plans for the Future	Measurable Outcomes and Goals Chart (chart provided)	Y, in application	
Plans for the Future	Enrollment Charts by Grade (chart provided) – only if the school is requesting to increase the number of grades served	N/A	
	Signature Page	Y, in application	

*If any of these documents have been submitted to the Department within the last four months, they are not required to be resubmitted. Instead indicate when and how they were submitted.

**Charts for some specific information are included in the application. Copy and paste these charts into the response document, or recreate them for submission with the remainder of the Renewal Application.

APPLICATION FACT SHEET

This Application Fact Sheet is intended for administrative processing of the Cyber Charter Renewal Application. The information furnished below must be an accurate representation of the complete Renewal Application

Cyber Charter School Name: Reach Cyber Charter School

School Address 750 East Park Drive, Suite 204, Harrisburg, PA 17111

(If more than one facility, the cyber charter school must identify the administrative office where all student records are maintained pursuant to section 1748-A (h).

County Dauphin Intermediate Unit Capital Area Intermediate Unit (IU 15)

Charter Start Date July 1, 2016 Date Current Charter Expires June 30, 2019

Federal Employer Identification Number 47-4968734

AUN# D115227871

Vendor Identification Number 797245

Chief Executive Officer CEO:

First Jane Middle _____ Last Swan

Address 750 East Park Drive, Suite 204 State PA Zip Code 17111

Telephone: 717-704-8437

Fax Number: 717-409-8356

E-mail jswan@reach.connectionsacademy.org

Grade and Age Ranges

Group	Grade/Age Range
Elementary	K-5
Middle	6-8
Secondary	9-12
Grades Educated	K 1 2 3 4 5 6 7 8 9 10 11 12

Current and Projected 5 year Student Enrollment

Year	Enrollment
2018-2019	2,697
2019-2020	3,032
2020-2021	3,264
2021-2022	3,432
2022-2023	3,563
2023-2024	3,672

Current and Projected 5 year Teaching Staff

Year	Enrollment
2018-2019	161
2019-2020	176
2020-2021	189
2021-2022	197
2022-2023	205
2023-2024	216

Is increase due to addition of grade levels?

Yes ___ No X

Does the cyber charter school have an existing retirement system?

Yes X No ___

I. STUDENT ACHIEVEMENT

I.A. PROGRESS TOWARD INITIAL GOALS AND OBJECTIVES

I.A.1 Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application. If goals were revised, discuss why and how the new goals provide a better fit with the overall mission of the cyber charter school. Provide a concise explanation and use data whenever possible.

Reach Cyber Charter School (Reach) is completing its second year of operations. In most cases, the data required to evaluate the school's performance on the goals is only available for the first year. In addition, one of the goals (closing of the performance gaps of subgroups) can only be evaluated after data is available for the second year. The data required to evaluate the performance for some of the goals is expected in the next several weeks, but the data required for evaluation of other goals will not be available until later this Fall 2018. As a result, it is difficult to make any significant conclusions on the school's performance relative to meeting its goals at this time. Reach will happily provide additional data and analysis if available, at a later date, if requested by PDE.

The original goals and objectives are provided in figure 1.

Figure 1. Measurable Goals and Objectives

Measurable Academic Goals and Objectives to Promote Student Learning	
Goal A	Students at Reach will meet the Pennsylvania Academic Learning Standards as evidenced by their performance on the annual state assessments, the PA Future Ready Index, as well as the school's School Performance Profile (SPP) rating.
Goal B	Reach will address the academic needs of all students as evidenced by the closing of the performance gap of subgroups.
Goal C	Students at Reach will demonstrate academic growth as evidenced by formative assessments.
Goal D	Students at Reach will demonstrate interest in STEM-related topics as evidenced by their participation and performance on various STEM-related offerings made available to students.
Goal E	Students at Reach will demonstrate their learning through grade-level promotion and earning an appropriate amount of credit towards graduation on a yearly basis.
Goal F	Seniors at Reach will be prepared for post-secondary success as evidenced graduation rate and post-secondary planning.
Measurable Non-Academic Goals and Objectives to Promote Student Performance	
Goal 1	Parents of students will perceive their placement positively as evidenced by a parent satisfaction survey.
Goal 2	Students will feel prepared for a successful experience as evidenced by the during school year retention rate.

Reach has one goal with data for two years. The school has performed well on the parent satisfaction goal with at least 80% positive responses on the parent satisfaction survey. In year one this goal was nearly met (79.4% positive ratings), and the goal was far exceeded in the second year (87% positive ratings).

A second goal where Reach has performed well based on year 1 data is having at least 80% of students receive grade-level promotion or earn an appropriate amount of credits for the year. In year 1, 83% of students met this goal.

Reach struggled with year one performance related to some of its other academic goals. One goal was for 71% of students to demonstrate growth on their formative assessments (e.g. Longitudinal Evaluation of Academic Progress (LEAP), Scantron Performance Series, or DIBELS Next) from pre- to post-test. The school approached this goal with 64% of students demonstrating growth. Reach needs to show improvement on its other academic goals as it grows and matures as a school. In year one, the school performed at 54% of the state average on the proficiency ratings on state assessments (goal was 90%) and the SPP rating was 45 out of 100 (goal was 70).

I.A.2. Provide any other relevant information about progress toward academic goals. If reference has been made to test scores or other testing outcomes, include the name of the test and the dates administered. Include a rationale for using that particular test.

During the 2017-2018 school year, the likelihood that students in grades 2-8 would score proficient on the math state test increased from 36.2% in the fall to 39.8% in the spring. In 2016-2017, the likelihood that students in grades 2-8 would score proficient on the state tests increased from 6.5% to 41.9% in math and from 38.3% to 44.8% in ELA. Similarly, the percent of high school students who were likely to score proficient on math state tests increased from 42.9% to 50% by the spring.

Figure 2 provides the tests administered with the rationale for use.

Test	Dates Administered	Rationale for Use
Pennsylvania System of School Assessment (PSSA).	April 9, 2018 to May 4, 2018	Required state assessment that provides information about knowledge of Pennsylvania state standards.
DIBELS® Next	Pretest: 9/5/2017-9/29/2017 Midtest: 1/8/2018-2/2/2018 Posttest: 4/30/2018-5/31/2018	Monitors the development of pre-reading and early reading skills for students in grades K-1.
Longitudinal Evaluation of Academic Progress® (LEAP)	Pretest: 9/5/2017-9/29/2017 Midtest: 1/8/2018-2/2/2018 Posttest: 4/30/2018-5/31/2018	Administered to students in grades 2-8 (ELA) and K-8 (Math) to help assess academic strengths and weaknesses and individualize a student's academic program to his or her individual needs.
Scantron® Performance Series™ (SPS)	Pretest: 9/5/2017-9/29/2017 Midtest: 1/8/2018-2/2/2018 Posttest: 4/30/2018-5/31/2018	Administered to high school students to assess academic strengths and weaknesses and individualize a student's academic program to his or her individual needs.

Figure 2. Administered Tests

REAL STORIES FROM REACH STUDENTS

Philadelphia Singer Cam Anthony wins Competition on 'Showtime at The Apollo'

Since its original broadcast on September 12, 1987, “Showtime at the Apollo” has been a source of tremendous talent.

The reboot of the talent search competition, hosted by Steve Harvey, allows contestants to showcase their skills while simultaneously leaving their fate in the hands of the audience. The audience loved what they saw and heard from Philadelphia native, 16-year-old Cam Anthony. Anthony made his Apollo debut on March 29th, performing Ed Sheeran’s “Thinking Out Loud.” His performance earned him a spot in the season finale.



On May 24th, Cam’s rendition of Bill Withers “Ain’t No Sunshine” secured him a win for the entire season and a headlining show at the Apollo. Anthony sat down with the SUN for a peek into his world and to see what life is like for the Apollo champion.

Cam grew up in North Philadelphia. He developed a love for music and undeniable skills at a very young age. With the help of his mother, who posted him performing cover songs on YouTube, the world began to take notice of Anthony’s talent. He quickly became a YouTube sensation, which led to him performing on “The Ellen Show” and twice at the White House Easter Egg Roll. Fast forward to today, Anthony’s charm, incredible voice and seasoned stage presence earned him the crown at The Apollo.

“The Apollo was a really big thing!” he said. “It was definitely something that I always wanted to do and the fact that I was able to accomplish that so soon was really exciting and a blessing. Since I won the Apollo, now we’re just trying to figure out when the headlining show will be and working out those details.”

Cam has been signed to Dr. Dre’s Aftermath Records since the ripe age of 12. He manages to balance school and his career seamlessly, describing his current status as a homeschooled student of Reach Cyber Charter School as “senior-ish”. He is currently working on a 14-song album as well as a project in South Africa set to begin later this month.

Cam described the sound fans can expect from the album as an eclectic hybrid.

“I like to really explore and learn from different styles of music and different types of singing, so I like to incorporate that into my music,” he said. “As an overall view, of believe I can be categorized as a mixture of Hip-Hop, R&B, Urban and Soul is definitely in there.”

Cam’s soul-infused vocals — paired with his work ethic and old soul — will undoubtedly set him on a path to longevity. He opened up his personal goals for his career and what he’d like to see change in the music industry.

“I’m working on my album, I’m working on content for my social sites and I’m just really excited to be sharing my gift with the world,” he said. “I want to change the way that people see the music industry right now because sometimes it can get a bad rep. I’m definitely trying to change the way that people see, hear and feel music. When Michael Jackson was alive, Prince, Whitney Houston... the greats... when

they were making music people, were able to feel music and actually understand it. The lyrics nowadays are crazy, so I'm just trying to bring back the originality. I want to add to the few people that are actually doing the work of making music for people to relate to and feel... I want to make that popular again.”

The only way for Cam Anthony to go from here is onward and upward... continued success is sure to come. Stay tuned for his headlining show at The Apollo and stay up to date on everything he's doing by visiting: www.therealcamanthony.com.

WEST PHILADELPHIA STUDENT INDUCTED INTO REACH CYBER CHARTER SCHOOL'S INAUGURAL NATIONAL HONOR SOCIETY CLASS

HARRISBURG, Pa. (July 31, 2018) — Three students are making history at Reach Cyber Charter School, Pennsylvania's newest statewide, tuition-free, online public charter school. Alana Norris of Martinsburg, Amya Meekins of West Philadelphia, and Karoline Fitz of New Holland are the first students to be inducted into the inaugural class of Reach Cyber's chapter of National Honor Society (NHS) based on their significant level of demonstrated service and leadership.

“We could not be more proud of these founding members of the Reach Cyber NHS chapter,” said Jane Swan, CEO of Reach Cyber Charter School. “They have worked very hard to get to this point in their academic careers, and their induction is only a small testament to their dedication.”

Amya Meekins of West Philadelphia is dedicated to inspiring and empowering her community through volunteerism. Aside from being a “straight A” student, Meekins is a budding young entrepreneur with current projects in the entertainment and fashion industries. Meekins, who goes by the stage name Amya Roxxstar, is a singer/rapper and uses her musical talents to give back to her community. From a young age, Meekins has actively volunteered with organizations that allow her to connect with others, especially young girls like herself. She currently gives back by performing for the Beautiful Kids Organization and the Girls Who Brunch Tour, both giving her the opportunity help empower young girls. She is an elected ambassador for the Girls Who Brunch Tour, allowing her to sponsor and connect with young girls from different states to promote education, literacy, and self-esteem in inner cities across the country. The flexibility of Reach Cyber has allowed Meekins to pursue all of her passions. At only 16, Meekins is taking courses over the summer to advance to 12th grade at the start of the school year.

To become a member of Reach Cyber's inaugural NHS class, students needed to demonstrate excellence in service and/or leadership, receive recommendation from a community member, and earn a cumulative GPA of 3.0 or better in academic courses. Once inducted, students attend monthly LiveLesson meetings and participate in service projects. Each school year, NHS members will complete a minimum of 10 community service hours.



Caroline Naser

Caroline Naser first appeared as one of our standout students late in Reach Cyber’s inaugural 2016-17 school year. I discovered her first in our virtual STEM Club. Always one of the first to sign in, Caroline eagerly participated in conversations with teachers and students – and later, began her own discussions on the topics being presented.

As bright a student that Caroline was, she did struggle in some subjects during her first year in the online learning world. But she worked very hard, including spending time over the summer months, to get her grades into the highest percentile. For Reach Cyber’s “Winter STEM Challenge”, Caroline designed a Rube Goldberg machine that ended with her laptop taking a “selfie”. She was awarded a gift certificate and scholarship money to Harrisburg University of Science and Technology for her efforts.

Under the fantastic guidance of her learning coach mom, Leigh Anne (who also represents the Erie area as a Community Coordinator at Reach Cyber), Caroline never ceases to amaze around her hometown. She participates in Erie’s Bayfront Maritime Center Cardboard Boat Regatta; she competes in Erie High School’s Marching Band competitions; and she actively contributes in Erie’s LEAF Winterfest Recycled Sled Competition. Her volunteer work includes time at the Erie Maritime Museum / Brig Niagara; working with the “Monday Makers” at Erie Library’s Idea Lab; and helping out while earning badges in the National Park Service’s Junior Ranger Program.

For her community efforts, her academic excellence and her innovative work in the cyber world, Caroline was selected as one of two students throughout all of Connections Academy to receive one of CA’s first-ever sponsorships.

I.A.3 Has the cyber charter school made Adequate Yearly Progress (“AYP”) for each of the last five years? If not, discuss why and what steps are in place to remedy the situation. Reference information from the cyber charter school’s School Improvement Plan where applicable

Since Pennsylvania no longer reports AYP, Reach does not have data regarding this measurement.

I.A.4 Describe the strategies that are in place to ensure that students with special needs, those at risk of failure and those not making reasonable progress are meeting – or are being given the opportunities and reasonable accommodations to meet – the academic goals. Provide clear evidence and use data to document how those strategies are proving effective for students in terms of improved academic performance

STUDENTS WITH DISABILITIES

Reach has an open enrollment policy: any eligible public school student in the Commonwealth of Pennsylvania can attend. The school does not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc.

As a public school, Reach complies with 22 PA. Code Chapter 711-Charter School and Cyber Charter School Services and Programs for Children with Disabilities and with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act. Reach provides a free appropriate public education (FAPE) to children with disabilities, even if such children are progressing from grade to grade, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with those Acts. Reach serves as

enrolled students’ Local Education Agency (LEA).

We provide clear evidence in our answer to question I.A.5.

At the end of the 2017-18 school year, 20% of Reach’s population had IEPs and an additional 3% of students having 504 plans, and 2% were identified as gifted. 92% of Reach’s students are served by itinerant services, 3% supplemental services, and 5% full-time services. The percentage of students with specific disabilities is provided in Figure 3.

Figure 3. Breakdown by Disability Type

Exceptionality Type	Percent
Specific Learning Disability	42%
Other Health Impaired	18%
Autism	9%
Emotionally Impaired	15%
Speech language Impaired	5%
Intellectual Disability	4%
All other disabilities	<1%
Gifted	6%

Procedural Safeguards Notice

Parents of children who receive or who may be eligible for special education services have rights under IDEA 2004. The *Procedural Safeguards Notice* provides a detailed explanation of those rights. Reach gives parents a copy of the *Procedural Safeguards Notice* and the explanatory *Procedural Safeguards Letter* at least once each school year. Parents can also obtain a copy of the *Procedural Safeguards Notice* from Reach at any time. An additional document is available to help parents to better understand the Notice document. *The Parents’ Rights: Understanding the Procedural Safeguards Notice* provides a summary of those rights. Parents also receive the Parents’ Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Surrogate Parent

As part of the IEP process, Reach recognizes a qualified adult must participate as the “parent” (34 CFR 300.30) for the student. A surrogate parent is someone who acts on the child’s behalf in matters relating to the identification, evaluation, educational placement, and provision of FAPE to the child. To date, Reach has not had to engage surrogate parents. If needed, a surrogate will be appointed and trained on how to participate and make decisions on the child’s behalf in the following situations: a biological, adoptive, foster, parent, or guardian are not available; a grandparent or step parent with whom the child lives or a

person who is legally responsible for the child is not available; the child is an unaccompanied homeless youth.

Reach has a method in place to secure a surrogate when needed. When it is determined that a student is in need of a surrogate parent, the surrogate will be appointed within 30 calendar days. Reach will maintain a pool of trained parent surrogates and may collaborate with Intermediate Units (IUs) when additional surrogates are needed.

Reach does not allow employees of an agency already involved in the care or education of the student; school employees; or persons with a potential conflict of interest to serve as any student's surrogate parent.

Identifying Students and Child Find

As a cyber school in Pennsylvania, Reach is bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, "Charter School and Cyber Charter School Services and Programs for Children with Disabilities," as well as the requirements of IDEA 2004, Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). Reach has appointed a Master Special Education teacher to serve as the Child Find Coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts include compliance with the special education referral process, providing professional development to staff and Student Support Team (SST), participating in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) process, including universal screening procedures, creating and maintaining written policies and procedures related to Child Find, and involvement in public awareness activities related to Child Find of implementation of students enrolled in Reach. In addition to the Child Find procedures, the staff will provide a Student Assistance Program to supplement these efforts. Reach uses Student Welfare and Concern tickets to identify student assistance.

Pre-referral/Referral/Initial Evaluation

Students may be referred for special education evaluation by their parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. The SST consults with the parents and address struggling students' needs through the MTSS/RtII process. With parental consent, the teacher implements and documents interventions and the student's response to interventions. The student's responses to MTSS/RtII efforts are used as one data metric in the determination of special education eligibility. These interventions are not used to delay or deny a parent-requested special education evaluation.

When a parent requests a special education evaluation, Reach responds to the parent within ten days with the Permission to Evaluate-Request (PTE-Request) form and sends Permission to Evaluate-Consent (PTE-Consent) form to gain the parent's permission to evaluate. This form outlines the reason for the special education evaluation referral and lists the assessments that will be used. Parental input and any outside evaluations will also be collected during the evaluation process. Parental rights are also provided during this process by providing the parents with *Parents' Rights: Understanding the Procedural Safeguards Notice*, the *Procedural Safeguards Notice*, and the explanatory *Procedural Safeguards Letter*.

The special education evaluation is coordinated with the parent and an evaluator in close proximity to the student and completed within 60 days of Reach's receipt of signed PTE-Consent form. Once the evaluation is complete, the parents join an interdisciplinary team meeting to review the assessment results and determine the student's eligibility for special education, completing an Evaluation Report (ER). If the student is found eligible for special education, Reach convenes a meeting to develop the student's

Individualized Education Plan (IEP) with the IEP Team. The IEP Team meets within 30 days after the completion of an Evaluation Report (ER). The IEP Team will include all required members including the parents.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must take into account the child's English language skills and ethnic background to ensure that the testing and evaluation will not be unfair for children of any race or culture. Tests are given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Evaluations also take into account the child's disability to make certain the test measures what it is supposed to measure. For example, a child with a severe visual impairment are provided with appropriately-sized testing materials to accommodate for his disability.

School Professional Development Related to Child Find

The school's Director of Special Education and SST leader provides the entire Reach staff with Child Find training and compliance progress updates. At the start of the school year, the staff is provided training on documenting information received by parents regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the Reach special education team. Subsequent professional development for school staff includes how to interpret universal screening results, intervention processes and results, as well as measures of compliance with Pennsylvania Special Education Evaluation Timelines.

The Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team

Special education is represented in the MTSS/RtII process, providing guidance to the team on specific instructional and behavioral approaches for students. The special education team member ensures that students are referred for special education in a timely manner, engaging parents in the process. As a member of the team, the special educator verifies that the struggling student has received appropriate instruction and that the student's difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed.

Universal Screening

Reach administers universal screening instruments including the LEAP and DIBELS assessments to identify students in need of instructional interventions and, potentially, special education evaluation. The special education staff is thoroughly trained to understand their responsibilities concerning Child Find. Consistent with Child Find, parental notification activities are combined with screening at the time of student enrollment and throughout a student's educational process. Initially, parents are provided with a questionnaire about their student's learning styles and functional abilities. These responses are then be reviewed and validated through screening tools used by the special education staff.

Screening procedures include but are not limited to ongoing analysis of the student's response to instruction; performance on statewide assessments; reviews of enrollment records, health records and transcripts/report cards. The screening activities also include hearing and visions screens to be completed by the school nurse or a private physician as mandated under the Pennsylvania School Code.

Written Policies and Public Awareness Related to Child Find

Reach's statement about Child Find is accessible to the general public and are located, in the school office, on the general school public website as well as through banner messages on homepages within Connexus. In addition, all families enrolled in Reach receive Child Find information within the school newsletter, published annually. A link to the *Pennsylvania Parent Guide to Special Education for School-Age Children* is also provided in all the mentioned locations.

Disproportionality

Reach collects and examines data regularly to ensure disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices are implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations are administered by trained and licensed personnel.
- More than one single measure or assessment is used to determine a disability.
- Evaluations are not discriminatory or racially/culturally biased.
- Evaluations take into consideration the child's English language skills, including ethnic background.
- Evaluations are administered in the child's native language, or mode of communication.
- If there is any evidence of disproportionality, the school reviews, and revise if needed, all procedures and policies that may be contributing. Reach had the opportunity to examine disproportionality during the Pennsylvania Department of Education's Bureau of Special Education Cyclical Monitoring in February 2018 and was not found to have any disproportionality in its special education population.

Reevaluation

Reach remains in compliance with regulations requiring triennial special education reevaluations to determine continued eligibility and need for special education services. Prior to conducting the reevaluation, the IEP Team meets to discuss the need for reevaluation, review existing data, and determine additional data needed to best meet the needs of the student. The review of existing data is documented in the Reevaluation Report (RR) form. If the team agrees that a reevaluation is needed, the school then issues a Permission to Reevaluate-Consent (PTR) form to obtain signed parental consent for reevaluation. Reach does not proceed with the reevaluation without parental consent and makes every attempt to receive consent.

Reach completes all reevaluations within the 60 days of the receipt of signed parental consent, as required by Pennsylvania statute. Reevaluations are conducted by a qualified examiner at a location proximate to the child. All evaluations conducted by Reach take a child's English Language ability and disability into consideration. Once the evaluation is complete, Reach provides parents with a copy of the report. A multidisciplinary team then reviews the report to determine continued eligibility. Once a child is found to continue to need special education services, and the RR form is completed and provided to parents, then an IEP Team meeting is scheduled to develop the IEP.

If the team, including the parent, agrees that reevaluation is not necessary, the school provides the *Agreement to Waive Reevaluation* form to the parents, with reasons the reevaluation was waived. Parents

must sign this form as an agreement to waive the evaluation. If parents disagree, the reevaluation must proceed. If at any time, the parent or school believes they need an assessment to benefit the child, the team can convene to discuss conducting a reevaluation. The only exception to the three-year reevaluation requirement involves students that have been identified as intellectually disabled, who must be reevaluated every two years.

If at any time, a parent believes that Reach's evaluation was not conducted properly, the parent has the right to request an Independent Education Evaluation (IEE). Following administrative policies and procedures, Reach responds to the parent's request for an IEE using the Notice of Recommended Educational Placement (NOREP) within ten days. Reach provides the IEE by an approved evaluator to the parent at the school's expense. The IEE results are taken into consideration when considering eligibility for special education and the provision of FAPE.

Students who Enroll with an IEP

During enrollment, families are asked if their child has an IEP or 504 plan in order to determine appropriate course placement as part of the provision of FAPE. Parents may provide a copy of the documents or Reach obtain the documents from the sending district. Reach immediately sends parents a Notice of Recommended Educational Placement (NOREP) when level of services are not changing (i.e., Itinerant, Supplemental, or Full-time). Reach then conducts an IEP meeting within 30 days of enrollment for all new students to adopt the IEP, amend the IEP, or conduct an annual review. The meeting is held within ten days when recommended placement may change in the virtual environment. In addition to being active participants in the IEP Team meetings, parents are provided with Notice of Recommended Educational Placement (NOREP) detailing the decisions of each IEP Team.

IEP Team Process

Once the evaluation team has determined a child has a disability and requires special education and related services, an IEP is developed within 30 days of the eligibility determination. From that point on, the IEP is reviewed yearly unless a meeting prior to the annual due date is necessary. The annual IEP is implemented within ten school days of the IEP meeting. Special Education reevaluations are conducted every three years or more frequently if needed. If a student has an intellectual disability, the reevaluation takes place every two years or more frequently if needed. An IEP meeting takes place within ten days of the completion of the reevaluation report. The report is provided to the parent at least ten days prior to the reevaluation IEP meeting. If a student enrolls from out of state, and the disability is not recognized in the state of Pennsylvania, the school still provides FAPE and comparable services while offering to conduct a new evaluation to determine eligibility in Pennsylvania.

IEP Teams at Reach includes all required members including:

- Parents;
- A minimum of one general education teacher;
- A minimum of one special education teacher and any related service providers;
- A designated school representative knowledgeable about the special education programs, curriculum and resources (LEA);
- Student (if turning 14 years or older during the duration of the annual IEP or if the parent wants the student to participate prior to age 14);
- A qualified person that can interpret the evaluation findings; and
- Anyone else the parent would like present at the meeting that is familiar with the child and their education.

Parents are IEP Team members and Reach takes all steps needed to ensure that one or both of the parents are present at each IEP Team. Reach develops IEPs that address:

- Any new evaluation reports,
- Student strengths,
- Parent input,
- Both present level academic and functional performance,
- Measurable yearly goals (and objectives if the student is alternatively assessed),
- Post-secondary transition goals and services for transition-aged students
- How the disability affects progress in the general education curriculum,
- Services and programs with dates (including transportation needs),
- Progress reporting (at least quarterly during the school year) and how the progress will be evaluated,
- Participation in general education classes (and other activities) with children without disabilities,
- Accommodations (including supplementary aids and services), and
- Participation in Pennsylvania statewide testing.

Reach IEP Teams consider behaviors, including how they may interfere with learning (or that of peers) and if a behavioral management plan should be created. The IEP Team takes into account if the student has limited English proficiency, communication and assistive technology (AT) needs, as well as eligibility for Extended School Year (ESY) services. If the student is transition age (14 years or older), transition assessments, annual goals, activities, and courses of study are developed to support postsecondary goals.

Extended School Year (ESY) is considered by the IEP Team at each IEP meeting to determine if potential regression over school interruptions or other relevant factors may interfere with the student's access to FAPE.

Finally, Reach holds annual reviews of the IEP, including reviewing student progress within the existing IEP, re-evaluating whether the student is benefitting from the program, and creating new IEP goals. If the student is not benefitting from the program, a new IEP is developed and changes are considered by the Team regarding the student's placement.

Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities at Reach are educated with children who are non-disabled; and special classes, separate schooling, or other removal of children with disabilities from the general educational environment only occurs if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. In determining the educational placement of a student with a disability, the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such decision must be made in conformity with the LRE provisions of the federal regulations.

In selecting the LRE, the IEP team considers any potential harmful effect on the child or on the quality of services that he or she needs. A student with a disability is not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum. In providing nonacademic and extracurricular clubs and activities, each student with a disability will participate with nondisabled children in the extracurricular clubs and activities to the maximum extent appropriate to the needs of that student.

Reach provides special education and related services within the Least Restrictive Environment (LRE) for all students. This includes taking into consideration supplementary aids and services, accommodations, and ESY while ensuring the student is educated with nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals and through the curriculum. The Director of Special Education works closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum.

Assistive Technology (AT) is also provided per IEP Team recommendations and may include collaboration with PaTTAN AT consultants and Intermediate Unit (IU) staff, access to PaTTAN's short term AT loan library and AIM Center (Accessible Instructional Materials), closed captioning, speech to text, and text to speech. In addition, available supports for hearing impaired students include closed captioning or American Sign Language during LiveLesson sessions.

Continuum of Services and Placement

Reach has a continuum of special education and alternative placements, itinerant, supplemental, and full-time, available to ensure FAPE is being provided in the LRE.

- Consultative support is provided for the general education teachers to provide modifications and accommodations to the general education curriculum.
- Itinerant, supplementary or full-time special education support is provided via the telephone, Internet, LiveLesson sessions, as well as in person depending on the needs of the student.
- Direct related service support (for example: speech-language, occupational, or physical therapy, psychological counseling,) is provided face-to-face at the providers' locations, via computer, in homes, community sites, and therapist offices.
- Related services include: parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP.

- Ongoing progress monitoring is conducted with every student using AimsWeb Plus as well as frequent and thorough reviews of student performance, attendance or non-attendance, and participation data as reported to the student, parent and teacher through their respective home pages.
- Every conversation (phone, WebMail message, LiveLesson session student attendance or non-attendance) and consultation with the student and/or parent as well as general education teachers is carefully logged.
- Providers of direct/related services are monitored with close scrutiny by the special education staff of any missed appointments or incomplete services.
- Intermediate Unit, both Reach's local IU as well as students' resident IUs, resources are accessed as needed to provide FAPE. .
- Private placements will be arranged once provision of services throughout the continuum is determined ineffective by the IEP Team in the provision of FAPE.

Alternative placements are considered when the virtual environment, including the full use of supplementary aids and services, accommodations, and ESY are no longer meeting the needs of the student. Alternative placements may include special classes, special schools, approved private placements, and home and hospital instruction. Resources to support alternative placement options may include collaboration with the student's resident school district, IUs, and approved private schools. Once an alternative placement is agreed upon by the team, a NOREP and Procedural Safeguards are issued to document the team decision.

Program for Alternatively Assessed Students

Reach provides a comprehensive program for students qualified to take Pennsylvania's alternative state assessment, PASA. To the greatest extent possible, these students are included with their same age classmates so they may enjoy age-appropriate communication and socialization. Students participating in the alternative curriculum program may or may not have classes with their general education peers. For example, some alternative curriculum students participate in only alternative courses, while others may participate in electives with their general education peers, in addition to their alternative core coursework. The LRE differs for these two groups of students and is determined by each student's IEP team. The Alternative Education Program includes specially designed instruction to address each student's IEP goals as well as alternative curriculum resources.

Alternative Curriculum Resources Compass Learning Odyssey is a third-party web-based curriculum that uses interactive lessons to engage students in instruction. Alternatively assessed students are assigned courses within Compass Learning Odyssey at their instructional level and also receive exposure to grade level standards.

Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Special education teachers download monthly instructional thematic units of study. Themes center on Science and Social Studies topics. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into special education classroom learning activities. All materials are created using SymbolStix graphics. Each lesson plan defines three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Lesson plans are organized by chronological grade band; the high school level grade band lesson plans include postsecondary transition activities.

Learning Support Teachers also work closely with parents and Learning Coaches to design the best learning environment for alternatively-assessed students and coordinate any related services provided virtually or in the community.

Related Services

Reach contracts with national and statewide providers to support the delivery of a vast range of related services. Related services provided to students include, but are not limited to:

- Speech-language services,
- Occupational therapy,
- Counseling services,
- Social work services,
- Behavior therapy,
- Special transportation,
- Physical therapy,
- Vision services,
- Audiology services,
- Social skills,
- Autism support,
- Parent training,
- Orientation and mobility,
- Closed-captioning, and
- American Sign Language translation.

Related services are equally accessible to all students across Pennsylvania. Many students receiving related services receive a combination of speech-language services, occupational therapy services, and counseling services. As determined by the IEP Team, students may receive these services in a virtual setting and/or face-to-face. Services are provided face-to-face at the providers' locations, via computer, in homes, community sites, and medical offices. Decisions as to the location of service delivery are made during the IEP team meeting with input from the students' parents.

When the IEP Team determines that the services will be provided face-to-face, the services are provided at a mutually convenient location for both the family and the provider. Options for locations include the student's home, the therapist's business location, libraries, community centers, and so forth. For services provided outside of the home, special transportation is provided or the parent may choose to receive mileage reimbursement for transporting their child. For each provider serving enrolled students, Reach maintains copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.

Assistive Technology

Reach provides students with Assistive Technology (AT) as defined by IDEA 2004, any item, piece of equipment, or product system, whether acquired commercially-off-the-shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Consistent with Pennsylvania Chapter 711, the IEP Team considers assistive technology needs for every student with an IEP. Students attending Reach have ready access to closed captioning and American Sign Language interpreting. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative key boards and mice, and other high- and low-tech AT devices as specified in the students' IEP.

Reach is mindful of the USDOE/DOJ/OCR Guidance related to assistive technology through “Dear Colleague” Letters in this ever-evolving area, including (1) Dear Colleague Letter (June 29, 2010) and Frequently Asked Questions concerning the obligation of colleges and universities to ensure students with disabilities have equal access to emerging technologies in education; (2) Dear Colleague Letters (May 26, 2011) to elementary and secondary education officials and postsecondary education officials and Frequently Asked Questions regarding use of electronic book readers and other emerging technologies in compliance with civil rights laws that prohibit discrimination on the basis of disability; and (3) Dear Colleague Letter (November 12, 2014) and Frequently Asked Questions concerning effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools.

National Instructional Materials Accessibility Standard (NIMAS)

Reach ensures timely delivery of print instructional materials in accessible formats to blind or other enrolled students with print disabilities. Reach works with Accessible Media Providers (AMPs), such as Bookshare, to provide eligible students files in the NIMAS standard. These files are based on the international DAISY (Digital Accessible Information System) standard, essentially the DAISY/NISO (National Information Standards Organization) Z39.86 2005 standard and is required by Federal IDEA regulation. DAISY is an internationally recognized technical standard used to facilitate the creation of accessible content. These files are electronic documents created by textbook providers, submitted to AMPs, and then requested by public schools. These files are provided to eligible students as part of the school's accessibility provision and assistive technology considerations of the students' IEP teams.

Independent Living and Life Skills

As part of Reach's postsecondary transition planning and alternative curriculum program, the school is working to implement independent living and life skills programming for students with IEPs. Designed to provide life skills support, this program will provide the instruction necessary for students to function independently as adults to the fullest extent possible. Independent living and life skills are addressed in students' IEPs with appropriate transition activities and goals clearly determined and outlined after conducting thorough transition interviews and assessments with the students and their families. All goals and associated activities are directly aligned with students' present levels. Activities may range from self-care to money management to community navigation. Frequent, regular progress monitoring and documentation of goal progress is an integral part of Reach's life skills and independent living programming. As appropriate, the team may determine that intensive interagency collaboration is needed to best meet the independent living and life skills goals.

Support for Parents of Students with Disabilities

To support the recommendations of the Pennsylvania Toolkit for Charter Schools and Cyber Charter Schools, Reach provides specific parent engagement activities for parents of students with IEPs.

All parents have access to Learning Coach Central, a comprehensive resource for Learning Coaches in their role as they support their student's learning. Through the Learning Coach Central webpage, parents can access training, resource sessions, tips, and connect with other parents. Additional resource sessions for parents of students with disabilities are also accessible from the Learning Coach Central webpage. While these sessions are designed specifically for these families, they are open to all parents.

Resources and sessions specifically for parents of students with disabilities include:

- Understanding Special Education Processes at Reach,
- How to Support Your Child's Learning Differences,
- Creating the Best Learning Environment for Your Child, and
- Your Child's Brain: A Primer on Brain Development.

Special education staff, with the support of Connections, provide these virtual sessions quarterly to parents.

Transition

Students turning age 13 or older (or younger if appropriate) during the duration of the annual IEP have a transition plan developed by the IEP Team. The transition plan prepares the student to move from school to post-school activities including post-secondary education, vocational education or adult education, independent or supported employment, and, when appropriate, independent living skills or community participation. Students are invited to join and participate in the IEP meeting. The transition plan developed includes the following: Present Level of Academic Achievement and Functional Performance, Courses of Study and Transition Activities, agency linkages, measurable annual goals/objectives, and services that the student needs to reach the goals listed in the transition plan.

The following steps will occur to engage students in the transition process:

- The IEP Team Meeting Invitation is addressed to the student.
- The Present Level of Academic Achievement and Functional Performance includes formal and/or informal transition assessments. The assessments are both age-appropriate and student-focused to determine the students' strengths, needs, goals and interests. The assessments selected include, but are not limited to, the Casey Life Skills assessment, the Myers Briggs, Keys2Work, and/or PACareerZone.
- Courses of Study are addressed by the IEP Team to ensure the student is taking courses and making sufficient progress to meet their post-secondary goals by the time the student graduates or transitions to adult services.
- Transition activities are connected to transition goals. Depending on the student's post-secondary goals, activities may include college visitations and participation in statewide Career Days. A vast number of agencies are available to support a student's transition plan and activities throughout Pennsylvania.

- Goals and objectives are developed by the IEP Team and areas of focus will include education, employment, and independent living. Goals are developed based on the transition assessment results.
- The Reach Transition Coordinator monitors and supports student internships and job shadow opportunities across the state by collaborating with local businesses, colleges and universities, and the PA Office of Vocational Rehabilitation (OVR). These opportunities are based on the student's interests and transition plan. Monitoring includes observing the student in the vocational setting, providing ongoing and frequent feedback and support and, when needed, modeling skills. The Coordinator and special education staff will utilize the Pennsylvania based program, *Smart Futures*, to build online career plans, portfolios and e-mentoring.

For students who are graduating or reaching maximum age, a Summary of Performance (SOP) document is created to ensure the student has personal summary information that includes all of the student's abilities and limitations summarized, recommendations for continued supports for a successful transition, and input from both the student and individuals supporting the student.

Interagency Collaboration

When needed, Reach works with students' resident districts and intermediate units to benefit enrolled students with IEPs. Interagency collaboration is a critical element of Reach's continuum of special education services. This collaboration is necessary when considering related services, mental health and welfare support, postsecondary transition planning, bridging to adult services, and placement considerations. This system does not replace the school's responsibilities to serve enrolled students with IEPs; rather, this intensive interagency collaboration is designed to provide additional placement considerations to students' IEP Teams when students need full-time support. Reach may contract with resident districts and intermediate units to establish these relationships. The Reach interagency coordinator, a member of the special education team, serves as a resource for families and as the liaison between Reach and local districts and intermediate units when needed.

IEP Progress Reporting

Student progress on annual goals and objectives is monitored regularly using a variety of tools. The data is summarized and provided to the parents quarterly throughout the school year, unless the IEP Team agrees upon more frequent updates. Data collection tools include rubric scores, curriculum based assessments, tests, probes, and portfolios. Data may also be accumulated during small group or one on one instruction. Teachers chart the data collected and analyze the data points weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments are made accordingly in an effort to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals are also regularly monitored and a summary included in the quarterly report provided to parents.

State Testing

All students are expected to participate in the appropriate grade level state testing assessment. Students with an IEP in grades 3-8 take the Pennsylvania System of School Assessment (PSSA) with accommodations (outlined in the Pennsylvania Accommodations Guidelines) to be determined by the IEP Team. For students in high school with an IEP, Keystone Exams in the areas of Algebra 1, Literature, and Biology are administered with allowable accommodations to be determined by the IEP Team. The IEP Team may determine some students eligible to take the Pennsylvania Alternate System of Assessment (PASA) in grades 3-8 and 11, rather than the PSSA or Keystone Exams. These will typically be students with significant intellectual disabilities who have met the six eligibility criteria to take the PASA.

Allowable exceptions will be considered for students identified as English Learners for all required state testing assessments. All teachers and administrators administering state assessments are thoroughly trained in test security, roles, responsibilities, chain of custody of the testing materials, and penalties of violations.

Students unable to exhibit proficiency on the Keystones exams will participate in school-led supplemental instructional services in their academic area of need. If the student is still unable to pass the Keystone Exam, he/she may take a retest and receive supplemental instruction. Also, on an as needed basis, complete a Project Based Assessment (PBA) that corresponds with the content of the specific Keystone Exam module. Determining eligibility for the PBA will be based on the PDE Keystone Guidelines.

Graduation and Dropout

Students with IEPs will have the right to stay enrolled through the school year in which they turn 21, or graduate with a high school diploma, whichever comes first. As with all students, Reach's goal is for students with IEPs to graduate with a high school diploma. Reach's most at risk high school students will be identified by an at risk rating to receive additional support from a Family Mentor beginning with the 2018-19 school year. Reach will implement strategic initiatives with the goal of dropout prevention. These researched-based practices, such as those cited by the National Dropout Prevention Center for Students with Disabilities, will include:

- Mentoring,
- Attendance monitoring,
- Supporting parents, and
- Providing strong family and student engagement activities to help students with disabilities feel connected to their school.

Students with disabilities who satisfactorily complete a special education program developed by the IEP Team will be granted and issued a regular high school diploma. The parents or guardians are provided with NOREP. If the parents disagree with the notice, they may begin due process by asking for an informal meeting, mediation, or a special education due process hearing.

Positive Behavior Interventions and Support¹

Every student must be treated with respect. Reach will implement an evidenced-based, data-driven, school-wide program of positive behavioral supports to improve the academic and social outcomes of all students. This framework of Positive Behavior Interventions and Supports (PBIS)² includes a variety of school wide as well as individual strategies focused on teaching and reinforcing positive school engagement and behaviors. Every student will receive positive reinforcement through frequent teacher feedback and interaction.

Components of the PBIS program will include all-staff professional development related to understanding students' negative behaviors and their antecedents as well as how to use preventative measures to prevent them. When a student is in need of behavior interventions, the SST will work with school staff, parents, Learning Coaches, and the student to create positive behavior intervention plans based on data collected from interviews and observations of the student in the cyber classroom and the home, if necessary. Any

1 <http://www.papbs.org/Home.aspx?PageID=68a5038d-36df-414f-8e1f-a78737463ace>

2 http://www.pattan.net/category/Educational%20Initiatives/Behavior/page/Pennsylvanias_Positive_Behavior_Support_Network_PAPBS.html

prior or current behavior interventions plans will be reviewed in the process and adapted as necessary for the cyber environment. Data will be analyzed and interventions will be adapted as needed, based on that data, to determine how to modify environmental factors that may contribute to negative behaviors. Teachers and Learning Coaches will work together to support students' efforts to control their own behaviors by teaching and reinforcing self-management and helping students to identify triggers that lead to negative behaviors.

The PBIS framework will also include efforts related to dropout prevention. School general and special education staff will work collaboratively to monitor students at risk for dropout. These students will be targeted for additional intervention, IEPs may be updated, and families will be engaged. Of particular focus will be engagement with the community, the local neighborhood, and opportunities for service learning. Reach will have staff members dedicated to facilitating service-learning and aligning efforts with students' transition plans and postsecondary goals.

The family will be a critical part of the PBIS framework. All parents and Learning Coaches will receive support and training on creating a positive learning environment to minimize negative behaviors and reinforcing positive behaviors. The PBIS framework will be a tiered system. Therefore, when tiered interventions have been attempted for a period of time, and data reveals that behaviors have not improved, upon agreement of the parent, the student will be referred to the special education team for evaluation that may include a Functional Behavior Assessment and a Behavior Intervention Plan.

Use of Seclusion or Restraint

Reach staff does not have physical contact with students on a regular basis; however, the school maintains a Seclusion and Restraint plan to implement if necessary during occasions when staff has contact with students during field trips, state testing, or visits to the school offices. A copy of this plan is available to students and their families in the school handbook. Every effort is made to avoid the need for the use of restraint or seclusion of a student. Physical seclusion or restraint will not be used except when used as a last resort and only when:

- The student's behavior poses imminent risk of injury to self or others; and/or
- Other less restrictive interventions are ineffective.

A student has never been, nor ever will be, secluded or physically restrained by a school employee who has not received extensive training by the school in the use of seclusion and restraint procedures. These strategies may be used in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.

Physical restraint or seclusion of a student may only be used for a short period of time and will be ended as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified healthcare professional) is prohibited. An employee will never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician and only upon consent from parent.

Every instance in which seclusion or restraint is used will be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees. Immediately after the imminent risk of injury to self or others has ended, the student will no longer be physically restrained or

secluded and a school employee, not involved with the seclusion or restraint, will examine the student to ascertain if any injury has been sustained during the seclusion or restraint of the student.

After each incident a debriefing procedure is followed and the incident is documented. Reach annually reviews the seclusion and restraint policy.

When Seclusion and Restraint Procedures Will Not Be Employed

Physical restraint and seclusion is not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and does not result in seclusion or restraint. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and will not be the justification for seclusion or restraint of a student.

Time-Out

Time-out is a behavior reduction procedure in which access to reinforcement will be withdrawn for a certain period of time. Time-out may occur when the ability of a student to receive normal reinforcement in the school environment is restricted. Short time-out sessions are always both developmentally and behaviorally appropriate.

Debriefing

As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee does the following:

- Meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
- Direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and
- Provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

Incident Documentation and Reporting

Every instance in which seclusion or restraint is used on a student is documented in order to memorialize the events that led up the use of either seclusion or restraint. Documentation must be made on the form prescribed by the school and will include the following:

- Student's name;
- Date and time of the incident;
- Duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
- Description of any relevant events leading up to the incident;

- Description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
- Description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
- Summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
- Description of any injuries to students, staff, or others or property damage;
- List of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and
- If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

The designee attempts to verbally report every instance in which seclusion or restraint is used on a student to the student's parent or guardian no later than the end of the school day or as soon as practical. The designee also sends written notification, as soon as practical, to the student's parent or guardian after every instance in which seclusion or restraint is used on a student.

Training

Reach will provide all school employees with training on:

- Appropriate use of effective alternatives to physical seclusion and restraint;
- Conflict de-escalation procedures;
- Positive supports and behavioral interventions techniques;
- Dangers of seclusion and restraint;
- Procedures for contacting fully-trained and certified staff when behavioral crises occur;
- Safe use of seclusion and restraint;
- Steps to avoid the use of seclusion or restraint; and
- Debriefing practices and procedures.

This training is recurrent and will be provided to new school employees.

A core group of appropriate personnel is trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.

Recurrent training will be provided to school employees on a regular basis at least annually.

Annual Review, Planning Process, and Oversight

A designee will be designated as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures. Any incidences would be reported to the Principal or Supervisor on site. There have been zero incidences reported to the state in the past two school years. Reach will establish a committee to conduct an annual review of all individual and program-wide data associated with this policy. The committee will review the following components related to the use of restraint:

- Incident reports;
- Procedures used during restraint, including the proper administration of specific approved restraint techniques;
- Preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
- Documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;
- Injuries incurred during a restraint;
- Notification procedures;
- Staff training needs;
- Specific patterns related to staff or student incidents; and
- Environmental considerations, including physical space, student seating arrangements, and noise levels.

Upon review of the data, the committee will identify any issues and/or practices that require further attention and provide written recommendations for changes in policies or practices. The committee may recommend review of the training program to ensure the most current knowledge and techniques are reflected in training curriculum.

Data Collection and Reporting for Special Education

Reach follows the Pennsylvania Information Management System (PIMS) requirements and specifications and comply with Special Education Data Collection protocol. Templates are submitted in the Special Education Domain as students enrolled in charter schools are reported by the charter school. The December Special Education Submission (student template and special education snapshot) includes all special education students with a valid IEP as of 12/1 of the school year. The July Special Education submission (student template and special education snapshot (also includes other tables such as tables 1, 2, 3 that list out special education staff, and tables 9 and 13 which list out discipline events for IEP students) includes all students that received special education services from July 1 through June 30 who exited at any time during the current school year. As well as students over the age of 14, or who have transition services identified in their IEP.

Section 504 Eligible Students

Section 504 of the Rehabilitation Act of 1973, commonly referred to as §504, is a statute designed to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those of non-disabled students. An eligible student under §504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and

performing manual tasks. §504 plans are typically written for students who are not receiving services under IDEA but who require accommodations and modification to their instructional program. Section 504 plans may also be written for students who need modified instructional materials or assistive technology due to their disability. Preexisting §504 plans remain in place for new students at Reach and are updated to reflect the virtual environment and then reviewed periodically. School personnel identify §504-eligible students and refer students to the Section 504 coordinator to convene a meeting to complete a §504 plan for each identified eligible student. Parents of students in the §504 process are provided with Pennsylvania Chapter 15 Procedural Safeguards and Parents' Rights documents.

Federal law requires all public schools to provide students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Students with disabilities receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

ENGLISH LEARNERS

The English Learner (EL) program at Reach entails a teacher-implemented instructional program based upon the student's English language proficiency level, the Pennsylvania English Language Proficiency Standards (PA ELPS) for ELs, and Pennsylvania Academic Standards. Appropriately certified teachers support EL students through phone conferences, consultation with colleagues and Learning Coaches, and direct instruction targeting reading, writing, listening, and speaking. Continuous progress monitoring will inform the level of support each student needs. The school employs two EL Teachers. The EL Teachers:

- Maintain student files,
- Screen new students for eligibility of EL services (using the W-APT®),
- Provide instructional consultation to Learning Coaches,
- Provide direct instruction to EL students via LiveLesson sessions and phone calls,
- Coordinate instructional planning and evaluation with the core content teachers to provide meaningful access to instruction in all content areas,
- Conduct progress monitoring throughout the school year,
- Create and implement targeted interventions based on data from progress monitoring,
- Administer the annual EL assessment (ACCESS for ELs®),
- Monitor exited EL students for academic progress using state-specific criteria for two years, and
- Stay current on state legislation pertaining to EL students.

Identifying English Learners (ELs) and the Home Language Survey

Reach follows the Pennsylvania state procedures for identifying ELs. All incoming families complete the most recent Pennsylvania home language survey during the enrollment process. Once a student is enrolled, the home language survey results are reviewed. If the home language survey reveals a language other than English is spoken by the parents or the student, the student's academic records is reviewed for additional information. Students with EL records from other districts or states are fully reviewed for eligibility for EL services. Students may not be required to participate in EL screening if they can demonstrate English language proficiency; students who meet two out of the following three criteria may be exempted from a formal Limited English Proficiency (LEP) assessment:

- Students who have final grades of “B” or better in core subject areas (Mathematics, Language Arts, and Social Studies).
- Students who have scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.
- Students who have scores of BASIC in Reading, Writing, and Math on the PSSA or an equivalent assessment from another state.

Students who have responded with a language other than English on their Home Language Survey but have never been screened for EL services participate in an in-person screening, using the W-APT®, conducted by a trained test administrator, to identify their English proficiency level. Parents are contacted to schedule the W-APT screening in person. The screening is scheduled to take place within 30 days of enrollment (at the beginning of the school year, or within two weeks thereafter). Reach notifies parents or legal guardians of the screening test results and program placement decisions according to Pennsylvania procedures and are provided notifications in English and in a language that parents can understand, to the extent feasible.

Once identified as an EL, the student receives instructional support based on their English proficiency level. Students identified as EL participate in the general education English Language Arts program. Based on their proficiency level, students receive additional instruction via LiveLesson session. Students at lower English Proficiency Levels are provided daily LiveLesson sessions. Classes are taught (via LiveLesson sessions) by a certified EL teacher and are aligned to standards and based on scientific research for English language acquisition. The EL Lead teacher also collaborates with the general education teachers to provide appropriate accommodations in those classes based on the student’s English proficiency level.

Reach uses the Pearson English Learning System® (PELS) as the basis for its EL curriculum. The PELS program is correlated to the English Language Proficiency Standards outlined in the WIDA framework³and the Pennsylvania PreK-12 English Language Proficiency Standards (ELPS).⁴ The PELS program directly aligns to the Pennsylvania academic and English proficiency standards through the five WIDA ELP standards:

- ELs communicate for Social and Instructional purposes within the school setting.
- ELs communicate information, ideas and concepts necessary for the academic success in the content area of Language Arts.
- ELs communicate information, ideas and concepts necessary for the academic success in the content area of Mathematics.
- ELs communicate information, ideas and concepts necessary for the academic success in the content area of Science.
- ELs communicate information, ideas and concepts necessary for the academic success in the content area of Social Studies.

³ http://assets.pearsonschool.com/correlations/WIDA%20PRIME_Correlation_LC2013%20Grades%206-10.pdf

⁴ <http://www.pearsonschool.com/index.cfm?locator=PS2zV9&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=1662&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&&PMDBProgramID=100101&elementType=correlations&elementID=SeeAllNATL>

The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development as explained in the Pennsylvania Academic Standards and English Language Proficiency Standards. PELS meets the WIDA English Learner Proficiency Standards across content areas and curricula (and because Pennsylvania is a WIDA consortium member, these standards are also aligned to the Pennsylvania English Learner Proficiency Standards).

Reach uses cumulative data points (to include student assessment scores and success rates) to conduct an annual evaluation of the EL program each year. PELS aligns with the standard English Language Arts textbooks and provides alternative texts at the students' English proficiency levels. PELS will not supplant the regular curriculum but will supplement it and provide accessible literature to support language development for EL and direct instruction.

The targeted and individualized instructional support provided in these sessions focuses on helping students attain social and academic English proficiency using the SIOP®. SIOP is a research-based and validated instructional model that has shown to improve outcomes for English Learners. Connections will provide ongoing professional development to teachers on the effective use of the SIOP model in the virtual environment. The SIOP model provides teachers with an instructional framework to plan lessons that target language skills: reading, writing, speaking, reading, and listening. SIOP has eight components, each with a number of features. The SIOP components are: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment. While some of these components involve before-lesson preparation, when implemented with fidelity and ongoing professional development, using the SIOP model produces highly-interactive lessons.

Classes based on the SIOP model will include grade level content while simultaneously promoting the development of academic language skills. In addition, the EL Lead Teacher works with the content teachers, Learning Coaches, and students to ensure content material is adapted and accessible for all ELs so that they can fully participate in the core curriculum.

If the student qualifies for EL services, Reach assesses progress in all EL students' English proficiency and use data to drive EL instructional decisions. All EL students participate in the state's annual language proficiency assessment, ACCESS for ELs®. The EL Lead Teacher coordinates in-person testing of ELs at various locations across the state within the established timeframe for Pennsylvania. These annual test results help determine continued program placement and allow teachers to adapt content to individual student needs. All mandated state tests are administered to ELs as required by law.

The EL Lead Teacher also works with teachers, Learning Coaches, and students to adapt the core material for ELs and provide appropriate supplemental resources, including various technologies to facilitate language acquisition. Based on Connection's previous experience supporting a cyber school in Pennsylvania, Reach's EL enrollment is less than 1%.

Reach follows the Pennsylvania state exit criteria and timelines for exiting ELs from the program. Students must score 5.0 in each domain (listening, speaking, reading, and writing) on the ACCESS® assessment in addition to earning a score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone and PSSA Reading or Literature Keystone (PSSA scores must be from the most recent academic school year), and earn a final grade of "C" or better in core subject areas of Mathematics, Language Arts, Science, and Social Studies). Reach references the PDE State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Learners for guidance on students who may have special circumstances for exiting the EL program.

Reach monitors ELs for academic progress using state-specific criteria for two years after program exit. Monitoring may include periodic review of student grades, teacher observation, (using the Pennsylvania Post-Exit EL Monitoring Forms), and/or review of local assessment or state scores. If at any time an EL in the monitoring phase struggles to make academic progress, Reach will provide intervention within the context of the RTII/MTSS framework.

GIFTED STUDENTS

The gifted education program operates on the premise that gifted students are a diverse subsection of the general student body and thereby require additional educational opportunities for the fulfillment of their exceptional potentials. Guided by this vision of the gifted child, Reach offers a comprehensive gifted education program that, in recognition of the gifted child's unique needs, will challenge the student, provide expanded learning opportunities, and support the student's affective needs.

At the core of our gifted education program is a comprehensive identification and screening process. Utilizing a multiple criteria approach, students are identified through both quantitative and qualitative measures of performance.

The identification process begins with a comprehensive screening for giftedness. This process takes place primarily during enrollment and placement, at which time screening and identification procedures are communicated to parents through the website, enrollment documentation, and information contained in the Student Information Form. During the placement process, parents are informed of their student's standing through responsive communication with their academic placement advisor and/or other school personnel. Meanwhile, staff is able to access screening and identification procedure documentation through resources hosted virtually on Connexus.

Screening for students once they are enrolled involves a multi-level approach to identifying those who exhibit exceptional performance or potential. Indicators such as parent recommendation, exceptional test scores, classroom performance, and teacher recommendations are used to nominate students to the School Based Committee for Gifted Education (SBCGE) for evaluation and further consideration of gifted services. Enrolled students who may be gifted are screened, identified, evaluated and made eligible through the Child Find process. At least one of the following is used for screening:

- Recommendation by parent, Learning Coach, or teacher;
- Anecdotal notes that indicate exceptional performance or potential;
- Gifted Individualized Education Plan or recommendation from the student's prior school;
- School and district administered assessments;
- Classroom performance and student portfolios;
- Nationally normed aptitude and achievement data (e.g., Advanced performance on the PSSA);
- LEAP (Connection's proprietary achievement test); and
- Educational/psychological evaluations conducted through the Child Find process.

An essential part of the screening process are nominations. These nominations are completed at any point of the year, with predesignated testing and evaluation windows determining admittance and processing of nominations. Nominations may be submitted either to the Gifted & Talented Coordinator and/or other designated administrative staff member. Once submitted, the nomination is evaluated by a member of the SBCGE who collects evidence before then considering the student for formal evaluation.

At least three of the following are used for referral for formal evaluation:

- Completed nomination by either the parent and/or Learning Coach or teacher of the student,
- School and district administered assessments,
- Classroom performance and student portfolios that exhibit above grade-level performance,
- Nationally normed aptitude and achievement data, and/or
- Patterns of growth or upward trajectories over time based on formal and informal data.

Upon referral to the Gifted Multidisciplinary Team (GMDT), students undergo the formal evaluation process. Reach uses both quantitative and qualitative evidence to determine whether gifted services are required. Any student with an IQ of 130 or higher is admitted into the gifted education program. Additionally, the following criteria is also used to justify placement:

- Nationally normed and validated achievement tests that demonstrate a year or more above grade level achievement for the normed age group;
- Observed or measured demonstration of rapid acquisition of new knowledge;
- Work portfolios that demonstrate achievement, performance, or expertise in one or more academic areas;
- Observed or measured demonstrations of exceptional leadership ability, creative thinking, foreign language aptitude, communication skills or technology expertise;
- Connections proprietary placement test results; and
- Completed nominations by either the parent or Learning Coach or teacher of the student.

Furthermore, in recognition of the importance of equal access to gifted education programming, all formal evaluations take into account possible confounding variables in the evaluation such as English as a second language, disabilities as defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, and/or socio/cultural factors that may influence performance.

Once identified, a Gifted Individualized Education Plan (GIEP) is developed for each identified student. The GIEP is developed by a team of members including one or both of the student's parents, the Learning Coach, the student if the parent chooses to have the student participate, the Gifted & Talented Coordinator, one or more of the student's current teachers, a teacher of the gifted, and other individuals that may contribute to the formulation of the GIEP. Clear communication of the purpose, time, location, and persons expected to attend are provided to all members of the GIEP team.

The GIEP guides and ensures successful implementation of gifted education programming. Each GIEP contains the following:

- Statement of the student's present levels of educational performance,
- Statement of annual goals and short-term learning outcomes,
- Statement of the specially designed instruction and support services to be provided to the student,
- Projected dates for initiation,
- Anticipated frequency of interventions,

- Objective criteria and process for determining progress,
- Names and positions of GIEP team participants, and
- Date of the meeting.

All teachers who work with the student are notified of the GIEP and are provided guidance in its implementation. The GIEP team reconvenes on an annual basis, with the option for more frequent meetings if conditions warrant and/or a GIEP team member, the parent, or the student request a meeting. All procedural safeguards are implemented as noted in the provisions of Chapter 16.

Each gifted student, once identified, participates in Reach's comprehensive gifted education program. The gifted education program are founded upon a customizable and adaptable gifted education curriculum that is attuned to the specific needs of the gifted child. In grades 3-8, students have the opportunity to attend gifted and talented courses in math, science, and English Language Arts. These courses allow students greater opportunities to interact with the teacher and other students, explore grade-level content, participate in extension projects, investigations, and activities that integrate skills and promote higher-level thinking, and to participate in individualized activities. Gifted students also choose from a wide variety of electives and club activities to supplement learning in core subjects. Reach also offers an exclusive online version of Junior Great Books® where students enjoy age-appropriate works and participate in online literary inquiry discussions with other high-ability students.

Gifted high school students also have access to rigorous college preparatory curriculum and will be able to choose from dozens of Honors courses and 16 Advanced Placement® (AP) courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Furthermore, AP courses allow students to engage in college-level investigation of subjects with the opportunity to earn college credit by achieving high scores on AP exams.

Along with the provision of advanced courses, the gifted education program offers a level of flexibility that makes it possible to provide each and every gifted student a course load that is attuned to their particular strengths and interests. During the enrollment and placement process, gifted students may be placed in different curriculum levels for different subjects. For example, a sixth grader with a high aptitude in math may be placed in an eighth grade math course, while continuing to take sixth grade level courses in other subjects. This level of flexibility allows Reach to provide an impressive level of personalization for the gifted student.

In recognition of the fact that high-quality staff is essential to a strong gifted education program, Reach also provides multiple Gifted and Talented Professional Development courses to all teachers, counselors, and administrators. These courses cover topics ranging from affective education to gifted student identification and ensure that staff is well versed in the needs of the gifted student.

Academically or intellectually gifted students thrive at Reach. The implementation of the robust Connections Gifted and Talented program for students in grades 3-8 and the Honors/AP program for high school students, along with a flexible placement system ensure gifted students are provided the services required for the realization of their exceptional potentials.

I.A.5 Using the chart on the following page, report the school's PSSA scores for each of the preceding years. Report out for subgroups, including, at a minimum, students with IEPs, students who are limited English proficient (LEP), race/ethnicity and economically disadvantaged. Explain how the scores correspond to the goals identified in the current charter. Discuss how the scores correspond to AYP as established in the Pennsylvania Accountability System.

Explanation: In the empty subgroup cells, insert any measurable subgroup (e.g. white, black, Hispanic, etc.). A subgroup is considered measurable when there are 20 or more students. Copy this attachment and make copies for each tested grade level and for each subject in which they were tested.

There are a total of eighteen (18) EL Students enrolled in Reach. Data for this subgroup is not reported.

While there are a total of 171 Minority students enrolled in Reach, disaggregating the data by individual student ethnicity subgroups by grade level yields $n < 20$. Data for this subgroup is aggregated and reported as Minority Students for each grade level. It is also included at the end disaggregated where there are $n \geq 20$.

There are a total of 75 students enrolled at Reach who are Special Education students. Data for this subgroup is not reported by grade level; however, similar to Race/Ethnicity it is reported in the aggregated tables at the end.

Mathematics

GRADE: 3

SUBJECT: MATH

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 36	% Below Basic	72.2%					N/A
	% Basic	8.3%					
	% Proficient	19.4%					
	% Advanced	0.0%					
Econ. Disadvantaged N = 21	% Below Basic	85.7%					N/A
	% Basic	4.8%					
	% Proficient	9.5%					
	% Advanced	0.0%					
Minority* N = 20	% Below Basic	75.0%					N/A
	% Basic	10.0%					
	% Proficient	15.0%					
	% Advanced	0.0%					

GRADE: 4

SUBJECT: MATH

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 50	% Below Basic	56.0%					N/A
	% Basic	26.0%					
	% Proficient	16.0%					
	% Advanced	2.0%					
Econ. Disadvantaged N = 25	% Below Basic	68.0%					N/A
	% Basic	24.0%					
	% Proficient	8.0%					
	% Advanced	0.0%					
Minority* N = 23	% Below Basic	56.5%					N/A
	% Basic	34.8%					
	% Proficient	8.7%					
	% Advanced	0.0%					

GRADE: 5

SUBJECT: MATH

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 57	% Below Basic	68.4%					N/A
	% Basic	17.5%					
	% Proficient	10.5%					
	% Advanced	3.5%					
Econ. Disadvantaged N = 24	% Below Basic	79.2%					N/A
	% Basic	12.5%					
	% Proficient	8.3%					
	% Advanced	0.0%					
Minority* N = 31	% Below Basic	80.6%					N/A
	% Basic	16.1%					
	% Proficient	0.0%					
	% Advanced	3.2%					

GRADE: 6

SUBJECT: MATH

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 59	% Below Basic	69.5%					N/A
	% Basic	20.3%					
	% Proficient	10.2%					
	% Advanced	0.0%					
Econ. Disadvantaged N = 37	% Below Basic	67.6%					N/A
	% Basic	32.4%					
	% Proficient	0.0%					
	% Advanced	0.0%					
Minority* N = 25	% Below Basic	72.0%					N/A
	% Basic	24.0%					
	% Proficient	4.0%					
	% Advanced	0.0%					

GRADE: 7

SUBJECT: MATH

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 105	% Below Basic	76.2%					N/A
	% Basic	12.4%					
	% Proficient	10.5%					
	% Advanced	1.0%					
Econ. Disadvantaged N = 54	% Below Basic	87.0%					N/A
	% Basic	9.3%					
	% Proficient	1.9%					
	% Advanced	1.9%					
Minority* N = 42	% Below Basic	81.0%					N/A
	% Basic	11.9%					
	% Proficient	7.1%					
	% Advanced	0.0%					

GRADE: 8

SUBJECT: MATH

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 88	% Below Basic	81.8%					N/A
	% Basic	15.9%					
	% Proficient	2.3%					
	% Advanced	0.0%					
Econ. Disadvantaged N = 45	% Below Basic	88.9%					N/A
	% Basic	8.9%					
	% Proficient	2.2%					
	% Advanced	0.0%					
Minority* N = 26	% Below Basic	84.6%					N/A
	% Basic	11.5%					
	% Proficient	3.8%					
	% Advanced	0.0%					

Reading/ELA

GRADE: 3 SUBJECT: ELA

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 36	% Below Basic	30.6%					N/A
	% Basic	41.7%					
	% Proficient	27.8%					
	% Advanced	0.0%					
Econ. Disadvantaged N = 20	% Below Basic	45.0%					N/A
	% Basic	35.0%					
	% Proficient	20.0%					
	% Advanced	0.0%					
Minority* N = 19	% Below Basic	36.8%					N/A
	% Basic	36.8%					
	% Proficient	26.3%					
	% Advanced	0.0%					

GRADE: 4

SUBJECT: ELA

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 50	% Below Basic	24.0%					N/A
	% Basic	38.0%					
	% Proficient	34.0%					
	% Advanced	4.0%					
Econ. Disadvantaged N = 26	% Below Basic	30.8%					N/A
	% Basic	38.5%					
	% Proficient	26.9%					
	% Advanced	3.8%					
Minority* N = 24	% Below Basic	25.0%					N/A
	% Basic	29.2%					
	% Proficient	45.8%					
	% Advanced	0.0%					

GRADE: 5

SUBJECT: ELA

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 56	% Below Basic	23.2%					N/A
	% Basic	35.7%					
	% Proficient	35.7%					
	% Advanced	5.4%					
Econ. Disadvantaged N = 22	% Below Basic	40.9%					N/A
	% Basic	22.7%					
	% Proficient	36.4%					
	% Advanced	0.0%					
Minority* N = 30	% Below Basic	26.7%					N/A
	% Basic	33.3%					
	% Proficient	36.7%					
	% Advanced	3.3%					

GRADE: 6

SUBJECT: ELA

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 60	% Below Basic	13.3%					N/A
	% Basic	51.7%					
	% Proficient	30.0%					
	% Advanced	5.0%					
Econ. Disadvantaged N = 37	% Below Basic	10.8%					N/A
	% Basic	62.2%					
	% Proficient	24.3%					
	% Advanced	2.7%					
Minority* N = 26	% Below Basic	15.4%					N/A
	% Basic	50.0%					
	% Proficient	30.8%					
	% Advanced	3.8%					

GRADE: 7

SUBJECT: ELA

Subgroup		Year 1	Year 2	Year 3	Year 4	Y	How did this affect AYP determination?
All Students N = 104	% Below Basic	4.8%					N/A
	% Basic	59.6%					
	% Proficient	32.7%					
	% Advanced	2.9%					
Econ. Disadvantaged N = 53	% Below Basic	7.5%					N/A
	% Basic	66.0%					
	% Proficient	24.5%					
	% Advanced	1.9%					
Minority* N = 40	% Below Basic	5.0%					N/A
	% Basic	65.0%					
	% Proficient	30.0%					
	% Advanced	0.0%					

GRADE: 8

SUBJECT: ELA

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 88	% Below Basic	18.2%					N/A
	% Basic	51.1%					
	% Proficient	29.5%					
	% Advanced	1.1%					
Econ. Disadvantaged N = 45	% Below Basic	26.7%					N/A
	% Basic	48.9%					
	% Proficient	22.2%					
	% Advanced	2.2%					
Minority* N =25	% Below Basic	24.0%					N/A
	% Basic	56.0%					
	% Proficient	16.0%					
	% Advanced	4.0%					

Science

GRADE: 4

SUBJECT: SCIENCE

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 50	% Below Basic	12.0%					N/A
	% Basic	28.0%					
	% Proficient	36.0%					
	% Advanced	24.0%					
Econ. Disadvantaged N = 25	% Below Basic	20.0%					N/A
	% Basic	36.0%					
	% Proficient	28.0%					
	% Advanced	16.0%					
Minority* N = 23	% Below Basic	8.7%					N/A
	% Basic	30.4%					
	% Proficient	39.1%					
	% Advanced	21.7%					

GRADE: 8

SUBJECT: SCIENCE

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 87	% Below Basic	33.3%					N/A
	% Basic	34.5%					
	% Proficient	24.1%					
	% Advanced	8.0%					
Econ. Disadvantaged N = 44	% Below Basic	47.7%					N/A
	% Basic	31.8%					
	% Proficient	13.6%					
	% Advanced	6.8%					
Minority* N = 25	% Below Basic	44.0%					N/A
	% Basic	32.0%					
	% Proficient	20.0%					
	% Advanced	4.0%					

Math Combined

Grade: 3-8 **Subject: Math**

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 395	% Below Basic	72.4%					N/A
	% Basic	16.5%					
	% Proficient	10.1%					
	% Advanced	1.0%					
Econ. Disadvantaged N = 206	% Below Basic	80.6%					N/A
	% Basic	15.0%					
	% Proficient	3.9%					
	% Advanced	0.5%					
Minority* N = 167	% Below Basic	76.0%					N/A
	% Basic	17.4%					
	% Proficient	6.0%					
	% Advanced	0.6%					
SPED N = 74	% Below Basic	83.8%					N/A
	% Basic	5.4%					
	% Proficient	10.8%					
	% Advanced	0.0%					
African American N = 80	% Below Basic	82.5%					N/A
	% Basic	13.8%					
	% Proficient	3.8%					
	% Advanced	0.0%					
Hispanic or Latino N = 64	% Below Basic	70.3%					N/A
	% Basic	20.3%					

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
	% Proficient	7.8%					
	% Advanced	1.6%					
Multiple Races N = 22	% Below Basic	68.2%					N/A
	% Basic	22.7%					
	% Proficient	9.1%					
	% Advanced	0.0%					
White N = 228	% Below Basic	69.7%					N/A
	% Basic	15.8%					
	% Proficient	13.2%					
	% Advanced	1.3%					

ELA Combined

Grade: 3 - 8

Subject:

ELA

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 394	% Below Basic	16.5%					N/A
	% Basic	48.7%					
	% Proficient	31.7%					
	% Advanced	3.0%					
Econ. Disadvantaged N = 203	% Below Basic	22.7%					N/A
	% Basic	50.2%					
	% Proficient	25.1%					
	% Advanced	2.0%					
Minority* N = 164	% Below Basic	20.1%					N/A
	% Basic	47.0%					
	% Proficient	31.1%					
	% Advanced	1.8%					
SPED N = 74	% Below Basic	36.5%					N/A
	% Basic	47.3%					
	% Proficient	12.2%					
	% Advanced	4.1%					
Black/African American	% Below Basic	25.0%					N/A

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
N = 76	% Basic	51.3%					
	% Proficient	23.7%					
	% Advanced	0.0%					
Hispanic or Latino N = 64	% Below Basic	20.3%					N/A
	% Basic	43.8%					
	% Proficient	31.3%					
	% Advanced	4.7%					
Multiple Races N = 23	% Below Basic	4.3%					N/A
	% Basic	39.1%					
	% Proficient	56.5%					
	% Advanced	0.0%					
White N = 230	% Below Basic	13.9%					N/A
	% Basic	50.0%					
	% Proficient	32.2%					
	% Advanced	3.9%					

Science Combined

Grade: 4 & 8 Subject: Science

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
All Students N = 137	% Below Basic	25.5%					N/A
	% Basic	32.1%					
	% Proficient	28.5%					
	% Advanced	13.9%					
Econ. Disadvantaged N = 69	% Below Basic	37.7%					N/A
	% Basic	33.3%					
	% Proficient	18.8%					
	% Advanced	10.1%					
Minority* N = 48	% Below Basic	27.1%					N/A
	% Basic	31.3%					
	% Proficient	29.2%					
	% Advanced	12.5%					
SPED N = 24	% Below Basic	45.8%					N/A
	% Basic	16.7%					
	% Proficient	12.5%					
	% Advanced	25.0%					
Black/African American N = 21	% Below Basic	38.1%					N/A
	% Basic	38.1%					
	% Proficient	23.8%					
	% Advanced	0.0%					
Hispanic or Latino N = 22	% Below Basic	22.7%					N/A

Subgroup		Year 1	Year 2	Year 3	Year 4	Year 5	How did this affect AYP determination?
	% Basic	18.2%					
	% Proficient	40.9%					
	% Advanced	18.2%					
White N = 89	% Below Basic	24.7%					N/A
	% Basic	32.6%					
	% Proficient	28.1%					
	% Advanced	14.6%					

I.B. EDUCATIONAL PROGRAMS

I.B.1 Provide a detailed description of the curriculum offered and how it meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment). Also, provide a random sampling of lesson plans from different grade levels and academic disciplines.

EDUCATIONAL PROGRAM

Reach's instructional methods, educational philosophy, and program includes unique elements from our educational partner, Connections. Reach Cyber Charter School will continue a partnership with Connections Academy of Pennsylvania, LLC, a subsidiary of Connections Education LLC, (referred throughout as Connections). Connections does not manage the school but instead provides specific educational products and services according to the Statement of Agreement with the Board of Trustees and always with the oversight and approval of the Board. The programs outlined herein enables students to meet the academic standards under 22 Pa. Code Ch. 4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.

The Reach educational program model is supported by the high-quality Connections program that is available for enrollment to all Pennsylvania pupils. Students benefit from a top-quality, curriculum that meets all Pennsylvania Academic Standards. Effective, PA-credentialed teachers are a key part of the program. Teachers are in regular contact with students via WebMail (Connections' proprietary, closed-system email program), telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers instruct, motivate, monitor, and evaluate student progress; personalize the curriculum; provide feedback; intervene as needed to ensure student success; lead field trips; and clarify the curriculum for the students.

Reach delivers instruction primarily through cyber digital learning strategies providing students with choice over time, place, path and modality of learning. Reach's instructional methods, educational philosophy, and program includes unique elements from Connections.

Connections provides specific educational products and services, always with the oversight and approval of the Reach Cyber Charter School Board. The following descriptions of Connections' unique core model elements explain how the needs of the students and families are met through this value-added program. Connections is committed to continual improvement. Accordingly, Connections' routinely updates its systems and techniques to incorporate best practices and lessons learned. Connections continually improves its offering to Reach.

The following is a list of common terms used in the cyber schools currently supported by Connections. Additionally, the random sampling of Reach lesson plans are included in Appendix B.

- **Assessment Objective Performance Reports (AOPR):** These reports provide real-time student performance data on essential skills and standards for identified grade levels. They identify the objectives students should master by the end of that grade level based upon the Pennsylvania Academic Standards and Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives in these grade levels. Teachers use this data to determine which students need more help with a particular objective. They may complete individual or small group tutoring virtually with these students targeting specific skills.

- ***Collaboration Among Students:*** Using Adobe Connect in LiveLesson sessions, teachers group students in break-out rooms to allow collaboration. Teachers then "visit" each room to observe student collaboration, redirect, etc. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher creates a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the cyber space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.
- ***Curriculum-Based Assessments:*** Teachers use curriculum-based assessments (CBAs), via telephone conversation or in one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- ***Connexus® Education Management System (EMS):*** Connexus is the platform for organizing and supporting Reach's entire educational environment. This proprietary, web-based platform delivers assignments and tracks activities (whether conducted virtually or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure that protects data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. Connections often updates and enhances Connexus; all new releases and updates of Connexus are provided automatically.
- ***Interactive Reviews:*** Interactive reviews are additional practice opportunities embedded in the curriculum that give students targeted feedback on concepts and skills.
- ***Intervention Indicators:*** Intervention Indicators display on the teacher home page in Connexus and facilitate teacher identification of students in need of instructional intervention(s). These indicators are data-driven codes that serve as the first step of multi-tiered instruction. These indicators help teachers ensure that all students learn at high levels of achievement. These codes help identify academically at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions. Intervention indicators are triggered if a student does not perform well on formative assessments or if a previous year's test scores indicate need.
- ***Longitudinal Evaluation of Academic Progress (LEAP):*** This formative assessment of students in Grades K-8 provides teachers with essential diagnostic information for developing and planning instruction. It provides an early read on student performance on state-mandated tests and reports key accountability data on student progress throughout the academic year. It is expected that the school uses this formative/benchmark assessment. However, formative/benchmark assessments may change as the school progresses through the term of its charter.

- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian works in person with the student as a Learning Coach under the guidance of the credentialed teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. Reach provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.
- **LiveLesson® Session:** A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with students using voice-over IP, electronic whiteboard, and shared web surfing based on Adobe® Connect™. These sessions are also recorded so students can watch on their own schedule.
- **Multi-tiered Instruction:** Reach employs a multi-tiered instructional framework based upon the Response to Intervention and Instruction (RTII) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTII model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.
- **Personalized Performance Learning™ (PPL):** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and Counselors review students' past records and performance to properly place them in Reach. A Personalized Learning Plan (PLP) is developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.
- **Progression Plan:** Within Connexus, there is a tool that assists teachers and administrators in implementing a Progression Plan that defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use progression plans for students to ensure they are on target for graduation and meeting their college and career goals.
- **Scantron Performance Series®:** High school Students are assessed with the Scantron Performance Series. The Scantron assessment is a valid and reliable test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. Reach uses a version aligned with the Pennsylvania Academic Standards and Next Generation Science Standards and provides teachers with reports and information to address individual student needs. It is expected that the school uses this formative/benchmark assessment. However, formative/benchmark assessments may change as the school progresses through the term of its charter.
- **State Testing:** As a public school, students participate in required state testing, including summative assessments such as the Pennsylvania System of School Assessment (PSSSA), Pennsylvania Alternative System Assessment (PASA) and Keystone Exams.
- **Student Status/Escalation Process:** Reach tracks and reports ongoing student progress based on the objective quantitative data generated by Connexus. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is

displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than “On-Track” in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

- ***Synchronous Contact:*** In a cyber school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students that allows for real-time communication and helps build a relationship between teachers and students. Teachers schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers document all synchronous contact with a student within the student’s Connexus credentials. Reach meets the requirements of a cyber provider to maintain synchronous contact with students.
- ***Teacher:*** Reach’s educational staff is comprised of appropriately certified, Pennsylvania-credentialed teachers, as required by law, who are also specially trained in cyber delivery and personalized instruction. Teachers work from either a school office location and/or work remotely to deliver instruction to a cyber classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools and quality timely feedback on assignments. Teachers maintain a one-on-one relationship with each student.
- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.
- ***WebMail:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

STEM-FOCUSED LEARNING FOR ALL AGES

Reach Cyber Charter School was founded with the goal of giving every student a high-quality 21st-century online education that includes a strong emphasis on science, technology, engineering, and math (STEM). Personalized learning and flexible pacing gives online school students the ability to make the most of their potential, while our engaging range of STEM opportunities makes it possible for them to extend their learning beyond the curriculum.

What Is STEM Education?

The acronym STEM stands for science, technology, engineering, and mathematics. A STEM education not only offers these four disciplines in specific courses but also provides hands-on STEM learning experiences and integrates opportunities to explore real-world applications across all disciplines in the curriculum.

STEM-Focused Lessons

To make STEM-based learning a priority for students in every grade level and every course, each teacher at Reach Cyber has committed to delivering STEM-focused lessons that provide project-based learning experiences. These lessons are designed to spark students’ curiosity and to inspire them to explore the learning, research, and career options of these important fields of study.

"STEM in a Box" Kit

Every enrolled student at Reach Cyber receives an age-appropriate "STEM in a Box" kit at the start of each school year. The kit is designed to give students "raw materials" they can use creatively and innovatively as they expand their STEM knowledge through inquiry and teamwork. Students can share projects completed from STEM in a Box in related courses throughout the year.

Back-to-School STEM Days

Reach Cyber kicks off each school year by bringing new and exciting STEM education activities to various regions of Pennsylvania. One year, students built and took home their own mini solar-powered cars, then completed their learning with a chance to ride in an actual solar-powered pedal car. STEM Days wrap up with STEM-themed scavenger hunts and other fun, while Learning Coaches have the chance to meet their students' Reach Cyber teachers, administration, and counselors—and each other.

Reach Cyber Weather Station

Reach Cyber Charter School is the only cyber school in Pennsylvania working directly with WeatherSTEM®. This state-of-the-art, multimedia weather station displays up-to-the-second weather details; broadcasts a live HD stream and compiles interactive time-lapse videos daily; broadcasts sunrise and sunset weather photos, conditions, and severe weather information daily via social media; and offers weather forecasts via user-subscribed text or email. These capabilities provide students many opportunities to observe and learn about our environment. Teachers have access to the station's built-in library of lessons that can be used in LiveLesson® sessions. There is also a WeatherSTEM mobile application available so families can keep up with Reach Cyber weather all year long.

STEM Day Camps

STEM day camps are held throughout the school year to provide hands-on STEM-focused learning. Most camps provide LiveLesson sessions as well as in-person socialization for students. Each event offers a unique activity designed for specific grade levels. New camps are always being planned. Past and future STEM day camps include:

- Drone Camp, grades 8–12
- LEGO Mindstorm EV3 Camp, grades 6–8
- LEGO WeDo Simple Machines Camp, grades K–5
- Stream Studies, grades K–12
- 3-D Printing Camp, grades 6–12
- Coding Camp, grades 3–6 (held remotely via LiveLesson session)

STEM Club

STEM Club is a teacher-led forum where students of all grade levels can expand and share their STEM learning with classmates who share their interests. The club meets every other week via LiveLesson session.

The Winter STEM Challenge

Designed to maintain student interest over the long holiday break, the inaugural Winter STEM Challenge held during the 2017–2018 school year encouraged students to construct their own “Rube Goldberg” machines—complex systems that are designed to perform simple tasks. Prizes and certificates were awarded by grade level. The challenge was a great success and has become a part of each school year.

STEM Program Leadership

Reach Cyber Charter School’s STEM program is supervised by Mr. John McMurray, STEM education manager. Mr. McMurray has a master’s degree in science education and is enrolled in a STEM endorsement program through NASA.

Mr. McMurray’s passion for learning and teaching STEM is contagious and helps set Reach Cyber apart from all other Pennsylvania cyber schools. By incorporating the STEM program into all subjects throughout the curriculum, Mr. McMurray hopes to launch students on a lifelong interest in STEM and to inspire them to pursue higher education and careers in STEM fields. He anticipates that many Reach Cyber students will go on to hold jobs using technology that is yet to be discovered.

STEM Partnership

To enhance STEM program opportunities for our students, Reach Cyber Charter School has partnered with Harrisburg University of Science and Technology, a full STEM university. Through this partnership, Reach Cyber high school students will be able to complete related STEM college courses and earn college credits in the process. A state-of-the-art aquaponics system is coming to Harrisburg University in the 2018–2019 school year, the data from which will link to Reach Cyber’s WeatherSTEM system and be available for study only by Reach Cyber and Harrisburg University students.

STEM Credit

Reach Cyber students have the unique opportunity to earn a STEM independent study credit (a science elective) toward their high school diploma. This enables a student to explore his or her passion for STEM while solving a unique problem of interest.

STEM Participation

- Back- to –School: 365 students + families at 6 locations attended Back to School
- STEM Day Camps (# of students participating)
 - WeDO Lego 1st to 5th 102
 - MindstormEV3 Robotics 49
 - Co-Drones 42
 - Scratch Coding 115
 - Stream Studies 27+
 - Math by Design 5
 - 3D printer 10+
 - Canoe & Kayak 7



357 total students attended

- STEM Independent Study 11
- STEM club (k-5 & 6-11) 750+
- Pi Day at HU Philly 62
- Winter STEM Challenge 26
- State Testing Lemon Clock 1500
- STEM in a Box Pilot 65

CURRICULUM FOR STUDENTS IN GRADES K-12

Reach uses the Connections curriculum, which meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) and meets subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.

The Connections curriculum combines proven and rigorous educational content and materials with best-in-class technology-enabled learning. In addition to other national standards, the Connections curriculum aligns to the Pennsylvania Academic Standards and the Pennsylvania Academic Standards for Science, Technology, Environment, and Ecology. The curriculum supports the school’s mission to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

Connections courses offer a wide range of resources supporting course content and different learning abilities. Connections courses include a variety of instructional resources, including over 1,800 Teachlet proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated iText electronic textbooks are licensed from a variety of leading publishers, including Prentice Hall, McGraw Hill, Pearson, and others, while non-proprietary technology-based content is licensed from “best-of-breed” providers such as BrainPOP® videos, Grolier Online™, Study Island, and Compass at no additional cost to users. In addition, the instructional design includes threaded class discussions and a variety of embedded assessments.

The Connections program was the first cyber school program to receive accreditation from the Commission on International and Trans-Regional Accreditation (CITA), now a part of AdvancED™. The program was first granted accreditation in 2005 and approved for renewal in June 2015, awarding Connections extremely high “Index of Educational Quality (IEQ)” scores significantly above the AdvancED network average.

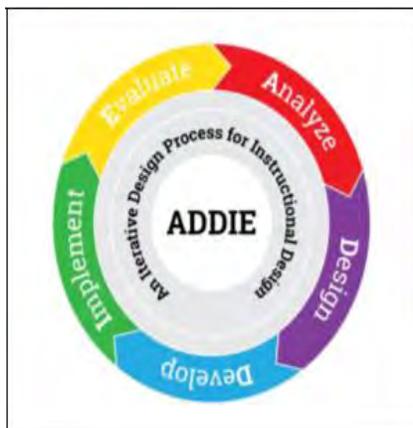
In an independent survey conducted in January 2017 of other schools supported by Connections, 95% of parents agreed that the curriculum is high quality and 93% of parents agreed that Connections’ technology tools improve their child’s learning experience.

In addition, the curriculum and Connexus have been recognized nationally for quality and innovation by the Best Educational Software (BESSIE) Awards and the Education Software Review (EDDIE) Awards⁵.

CURRICULUM DEVELOPMENT FRAMEWORK

The course build process is heavily influenced by the ADDIE model. ADDIE, a research-based, five-phase instructional design model that consists of Analysis, Design, Development, Implementation, and Evaluation. Each step has an outcome that feeds into the next step in the sequence.

Figure 4. ADDIE – Curriculum Development Framework



In ADDIE, each step has an outcome that feeds into the next step in the sequence.

- *Analysis* – During analysis, the curriculum team identifies the goals and objectives, the audience’s needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design* – During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made. Also, the look and feel, graphic design, user-interface, and content are determined.
- *Development* – In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occur.

⁵ <https://www.connectionsacademy.com/results/awards>

- *Implementation* – During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
- *Evaluation* – This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

Accessibility

Reach is committed to creating a culture of access for inclusive learning. Through the partnership with Connections, students have access to programs, products, and services that are usable by the greatest number of people. Connections uses information technology as a means of providing equality of opportunity to the greatest number of people, including people with disabilities. Connections develops solutions that remove barriers to a student's opportunity to learn and ability to demonstrate that learning. Connections aims to create a culture of accessibility through education.

Connections provides an accessible website for Reach and other electronic information to the Technical Standards and principles set forth in Section 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act and other laws and regulations. Federal law requires all public schools to provide students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Reach provides students equal access to the education program. Students with disabilities receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support. Connections provides a 24-hour technical support. Accessibility Hotline to support Reach students and parents.

Focus on Math and Science – Grades K-12

Connections helps Reach continue a full-scale math growth mindset (Math, We've Got This!) that increases students' engagement with math instruction and discourse; create a culture of learning and confidence related to math for students, teachers, and families; and unveil the hidden math in students' lives.

Students in Math K through Algebra 2 encounter regular opportunities for self-reflection in the form of ungraded assessments. These reflections encourage students to rate their attitudes and self-confidence about math and to consider their work and study habits. Reflections become more frequent as students advance through the grades. As elementary school progresses, reflections shift to encourage students to consider their attitudes and aptitudes in math. By middle school, reflections serve as a user-friendly tool to help students take ownership of their learning.

In math assessments, students are frequently asked to submit evidence of their learning through the use of an online WorkPad that allows students to delineate a step-by-step problem solving approach. Students also have the option to submit an attachment via the WorkPad tool for each assessment, allowing students to show their work by uploading scanned or photographed paper-and-pencil work. Students can select the button to browse for an attachment, or they can drag and drop the file into the assessment. When grading the assessment, teachers are able to open the student's file and then leave feedback in the assessment.

In addition, the Connections program has a feature in the online practices and pre-tests that provides students with immediate feedback on incorrectly answered questions. Upon completion of practice assessments in most math courses, students see a message following each question directing them to resources in the lesson associated with incorrectly answered questions. These Review Guidelines are provided in Math 3, 4, 5, 6, 7, Algebra Readiness, Algebra 1, Algebra 2, and Geometry courses.

The cyber school program stimulates creativity in students by offering an environment that allows learning to transcend beyond the walls of a traditional brick-and-mortar school. Some examples of innovative tools that promote student engagement and learning include synchronous LiveLesson sessions and interactive Teachlet™ tutorials. In LiveLesson sessions, teachers share their screen, create break-out groups, and instruct using whiteboards, group chats, and more. In math, proprietary interactive web tools for instruction include a virtual pan balance, a 2-D and 3-D shape program, geoboards, spring scales, digital scales, and work pads. In science, students use a virtual rocks and minerals kit developed with Johns Hopkins University, a chemical reactions program, and virtual dissections. Teachers use Connexus® to carefully monitor each student's progress through the curriculum and to individualize the program to maximize each student's performance.

Starting with the 2018-2019 school, year STEM in a Box kits are provided to each student upon enrollment. Shipped to students' houses, the grade-band specific kits contain materials used throughout the year to provide, hands-on learning opportunities in STEM to every Reach student. Teachers lead cross-content lessons using the STEM in a Box materials using the engineering design process. Focused on hands-on inquiry and open-ended exploration, the lessons involve students in productive teamwork and focus on connections to real-world issues and problems. Hands-on STEM learning helps reinforce a growth mindset, allowing multiple right answers and re-framing failure as a necessary part of learning.

In addition, proprietary multimedia curriculum tools and resources are incorporated into students' lessons to actively engage students in learning and support their mastery of key skills and concepts. Some of the interactive tools that students use include:

- **Lab Investigator - Rocks and Minerals.** Offering a hands-on forensics style of learning, this tool lets students perform experiments on rocks and minerals in a high-tech, interactive virtual learning environment.
- **Lab Investigator - Chemical Reactions.** High School students engage with an interactive periodic table, build and balance chemical equations, watch videos of chemical reactions in an actual lab setting by certified chemists, and record observations for their teacher.
- **Lab Investigator - Virtual Dissection.** Students increase their understanding of anatomy and traits of different organisms as they view videos, research specimen, and create lab reports.
- **Virtual Spring Scale.** Simulating an actual scale, students measure the force in Newtons of a set of items. Students hang objects from the spring scale and use the spring scale to drag objects across a flat surface or up a ramp at various degrees.
- **Virtual Digital Scale.** Students engage in measurement as they select containers such as flasks, beakers, and weighing paper; zero the weight; add materials to measure; and mix and match various containers and materials.
- **Virtual Pan Balance.** Students learn metric and customary units as they engage with an interactive tool to measure, compare, order, and convert.

- **Virtual Geoboard.** Through this online tool, simulating a traditional pegboard and rubber band geoboard, students engage in hands-on methods of determining perimeter and area, plus visualizing division by grouping.
- **WorkPad** - Students use WorkPad to complete assessments involving multi-step equations. The WorkPad tool consists of templates and symbols that can be used to show the step-by-step process for solving problems. Additionally, students may include comments with any step to help explain their process and teachers may leave feedback next to each step to direct student learning.

Elementary and Middle School Curriculum (Grades K-8)

In Reach, students in grades K-5 are enrolled as elementary school students and students in grades 6-8 are enrolled as middle school students. The program of instruction for students in grades K-8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. As mentioned previously, in this charter application we provide an overall description of the curriculum. However, the exact courses offered at the school vary each year (with the anticipation of expanding offerings) and depend on the number of students enrolled, the grade levels of enrolled students, the number of staff hired meeting educational, operational, and financial requirements and the priorities of the school.

Although students in a full-time cyber school have flexibility in their daily schedules, elementary and middle school students take seven to nine courses per year. The following lessons are scheduled on a weekly basis for students in K-8 grade levels. In addition to lessons, students have the opportunity to participate in clubs, activities, and extracurricular experiences on a weekly basis, including many that are specifically STEM related.

Kindergarten-5th Grade

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-4 lessons per week
- Science, 3 lessons per week
- Fine Arts, 1-2 lessons per week
- Educational Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with activities for daily physical activity
- Optional – electives such as music, sign language, or Spanish

6th-8th Grades

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-5 lessons per week
- Science, 4-5 lessons per week
- Fine Arts, 1-2 lessons per week

- Educational Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with activities for daily physical activity

The high-quality, proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality cyber and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective, online animated Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included, along with proprietary interactive online tools and simulations including a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions, which provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a cyber classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they missed them or want to refresh themselves on the topics covered.

World language instruction is available, including Spanish and Sign Language for students in grades K-8. Advanced middle school students also have the option to take high school level Spanish, French, German, Japanese, Latin, and Sign Language. Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson session direct instruction for maximum student-to-teacher and student-to-student interaction.

The curriculum also includes unique electives such as Home Life, which provides fun hands-on skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. New Home Life modules are added periodically, including such recent STEM-focused additions as The Name of the Game: Discovering and Designing Board Games; What It Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (a sport of navigation with map and compass).

To further support Reach's commitment to STEM education at all grade levels, educational technology courses are provided for students in grades K-8. These Educational Technology and Online Learning courses provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and local academic standards, online study skills, and Internet safety. In addition, Reach has a school-wide focus on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices work to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, guest speaker series, certificates of effort and achievement, parent book clubs and resource sessions, teacher professional development sessions, and highlighting math connections in everyday school and life activities.

A popular elective amongst elementary school students is Music. Offered for different grade levels and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands the student's knowledge of the foundations of music.

Reach also provides online state assessment preparation to students in grades 3-12 who need additional support in preparing for the Pennsylvania System of School Assessment (PSSA). Students can choose either traditional tests activities or interactive games in order to go through the material. Teachers then have access to real-time progress reports that analyze deficiencies and help target assignments.

High School Curriculum (Grades 9-12)

Reach provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. The student's personalized path is monitored along the way by the student, parents, teachers, and their school counselor. Reach provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement (AP). While all levels are designed to meet standards and provide students a rigorous curriculum, the four levels enable differentiation based on student needs and college and career goals. Students work with their school counselor and Connections' Academic Placement Advisors to determine appropriate course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives and intensive world language instruction from Spanish to Sign Language. STEM core and elective courses may include courses such as Marine Science, Earth Space Science, Web Design, Digital Arts, Engineering Design 1, and Advanced Algebra with Financial Applications. Career Technical Education courses may include Criminal Investigation, Introduction to Homeland Security, and Accounting I and II.

The high school includes substantial teacher-directed instruction, feedback, and support through asynchronous and synchronous e-learning tools. The high school curriculum integrates digital and/or print versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, novels, and practice work.

High school courses include extensive use of Teachlet tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. Along with the use of LiveLesson sessions, Teachlet tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses incorporate graded asynchronous online discussions, which are required for all students. This assessment creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a "real-world" audience.

The high school also include a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

An Honors/AP program also is available for high school students. Connections offers advanced high school students a wide selection of College Board-approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process. The program has a history of success, as demonstrated by a national survey of families with students enrolled in gifted or AP classes at schools supported by Connections. In the survey conducted in February 2015 by Shapiro (an independent market research company), 94% of parents stated they were satisfied with the courses and instruction and 93% said the courses are high quality.

STEM-Focused Experiential Opportunities – Grades 9-12

Students may participate in school- and student-identified experiential opportunities structured as independent study. Students work under the supervision of a teacher and accomplish activities/work according to a pre-approved plan and timeline. The STEM-focused experiential opportunities is a semester-based 0.5 elective credit course modeled after Independent Study. The course shows up on the student's planner based on the day of the week and hours (e.g., one day a week for three hours).

Students who are highly talented or interested in STEM may choose to design their own STEM-focused independent study course. Students submit a proposal for independent study to the school counselor for prior approval. Working under the guidance of the Learning Coach, the school counselor or teacher, and an adult considered to be an expert in the field, the student documents the number of hours spent on the project and the work and activities completed, and submits a final project to earn credit. This independent study does not grant academic credit for normal extracurricular high school activities. It is intended for students who want to deepen their STEM knowledge in a particular field of study.

The student is responsible for taking the initiative to complete the course, and completes the assigned tasks in a timely manner in order to meet the established goals. The student must commit the same amount of time and effort to the course as he or she does with other courses.

The student works independently according to a plan established by the student, the counselor, a teacher, and the parent. The student remains under the supervision of a certified teacher.

The STEM Independent Study can be used on a short-term or long-term basis, either in combination with their regular course load or as an isolated project (i.e., over the summer).

Independent Study projects must equate in quality and quantity to regular education courses. The student works with his or her supervising teacher to select five assignments to complete throughout the course. The student also submits summaries that describe the work that he or she has completed each week throughout the course.

Graduation Requirements – Grades 9-12

To be eligible to receive a diploma from Reach, a student must meet all of the following requirements:

- Complete the 21 credits required by the PDE in specific area and subject as outlined herein;
- Be enrolled during the semester immediately prior to graduation, and not be full-time enrolled in any other school;
- Earn at least 1.5 credits (or 3 courses) in the semester immediately prior to graduation;
- Pass all state-mandated Keystone End of Course exams as required by the state, or satisfactory remediation or Project Based Assessment(s); and
- Meet any other additional graduation requirements required by the school or state.

Additionally, a student may finish school during the school term in which he/she turns 21 years old.

Reach uses a tool in Connexus called a Progression Plan to help families school staff keeps track of high school students’ progress towards meeting graduation requirements. The Principal, Counselor, and other staff review each senior’s records to ensure that these students have completed all graduation requirements prior to “graduating them” in Connexus. The Principal then initiates the “withdrawal for graduation” process in Connexus for those students who have completed all requirements.

Reach uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). Students must earn the credits listed in Figure 5 in the designated areas and subjects in order to graduate. Students are required to meet all state requirements for graduation.⁶

Unit of Credit	Subject
4	English
3	Mathematics
3	Science
3	Social Studies
2	Arts or Humanities or Both
1	Health and Physical Education
5	Student selects five additional courses from among those approved for credit toward graduation by the school including approved vocational education courses.

Figure 5. Graduation Requirements

Credit Recovery

To support high school students on their path to graduation and college and career, Reach may also provide credit recovery course offerings during the summer and school year. Students who complete and fail a course required for graduation may retake a diagnostic/prescriptive state-aligned version of the course to recover the needed credit. The credit recovery course offerings present students with a pre-test to assess knowledge and then assign those lessons where students have not demonstrated mastery. Teachers monitor, motivate, and facilitate student learning to mastery.

Graduation Requirements for Students with Disabilities

Additional information regarding graduation options for students with disabilities is detailed in the response to I.A.4 for Students with Disabilities. Reach meets the requirements of § 4.24. High school graduation requirements with regards to (g) *Special education students*. Students with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program (IEP) team under the Individuals with Disabilities Education Act are granted and issued a regular high school diploma by Reach.⁷

⁶ The College Board, National and State Summary Reports
<https://research.collegeboard.org/programs/ap/data/participation/ap-2016>

⁷ <http://www.pacode.com/secure/data/022/chapter4/s4.24.html>

SCHOOL COUNSELING AND GUIDANCE PROGRAM – GRADES K-12

The guidance program serves all students and is delivered by certified school counselors with the support of the Connections' Director of Counseling. The counseling program offers individual and group counseling, as needed, and focuses on academic development, personal and social growth, and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone calls, message boards, Virtual Library, newsletters, and face-to-face field trips and events that take place throughout the state). The counseling team works to engage students and support both their academic and emotional growth. The counseling team communicates with students and parents to ensure post-secondary plans are established and students are following through on actions to realize their post-graduation goals. Technology in Connexus supports this effort with the Progression Plan Manager and the College and Career Readiness data view (a screen within Connexus providing snapshots and views of student data).

With master's degrees and specialized training, counselors skilled at helping students address the non-academic barriers in school and life. Counselors have appropriate Pennsylvania certification. The counseling program is built on relationships, so counselors are readily accessible to students and families online, in person, and by phone. Counselors are at the heart of fostering students' engagement, safety, and wellness. As they become aware of issues concerning students' school participation, mental and emotional health, or overall well-being, the counselor collaborates with school staff to ensure the student is supported by teachers and the family is connected with resources, as needed. With the additional support from Connections and its collaborative network of school counselors, Reach brings both individual attention and national expertise to students and families.

Counselors review each student's transcripts to determine when an Honors or Advanced Placement® course is appropriate. Counselors help high school students prepare for college and career with:

- College and career readiness data view focusing on steps needed to meet post-graduation goals;
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, entrance requirements, and more;
- College test preparation courses for the SAT/ACT;
- Early identification of students who may be off track for graduating on time; and
- 1-to-1 counseling with students as needed to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college.

In addition, there are supports and activities available to support a student's college and career goals including the following:

- Counseling LiveLesson sessions each Friday for high school students (including Career Fireside Chats on the fourth Friday of each month);
- College admissions LiveLesson sessions;
- Career and vocational options LiveLesson sessions;
- College newsletters sent to high school students each month;
- Chat-with-a-Grad sessions; and
- Connexus tools such as the Progression Plan Manager.

High school students have access to the national counseling LiveLesson session program, which delivers weekly guidance curriculum lessons and national college admissions sessions throughout the school year. The sessions include the Career Fireside Chats. Previous sessions have covered such topics as Teen Dating Violence Awareness, Educational/Training Opportunities After High School, Why School Matters: Navigating Your Educational Development Plan, How to Develop a Growth Mindset, Aligning Individual Goals & Abilities, and ACT & SAT Overview. A college newsletter is sent to high school students each month.

In addition, students are encouraged to enroll in College and Career Focused clubs. Each club includes regular LiveLesson sessions with a career and college counselor. There are several clubs focused on post-secondary planning including:

- College Planning Club (grades 9-12),
- First Generation Club (grades 9-12),
- High School Career Club (grades 9-12), and
- Middle School Career Club (grades 6-8)

The counselor also plans additional LiveLesson sessions for students which address specific student needs. The counselor is a resource to students, families, and staff in ensuring that all students are safe.

Reach implemented the Commonwealth's Student Assistance Program (SAP) which is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. Through the program, Reach created a SAP team at the school that aims to help students overcome these barriers so they can achieve, remain in school, and find success in learning. The counselor works with school leadership to ensure all staff members are trained on the SAP policies and procedures. Reach works with a Commonwealth-approved training provider to ensure that team members have received up-to-date professional training consistent with accountable standards and appropriate procedures. A minimum of four Reach team members attend the three-day training and complete the associated work. If any of those four trained personnel leave the school, Reach ensures replacements are also trained. Reach set asides at least seven hours of in-service/faculty meeting time throughout the first calendar year for program implementation. Reach also sets aside time each week for SAP team work.

The counselor actively seeks resources in the communities which families may need to address the personal and social needs of the child. The counseling program is based on the American School Counselor Association framework, encouraging membership for all professional school counselors, and abiding by their legal and ethical standards of practice.

The counseling team has an established system for early identification of students who are behind in earning high school credits, or those who are off track for graduation. Once identified, counselors work with these students to identify support needed to be successful in earning credits, and a plan to try to get back on track to graduate with his/her cohort. Specifically, school counselors work directly with students to identify a course of study that works to get the student back to graduating with his or her cohort. Potential options include credit recovery courses, additional credits each semester, block scheduling, and summer school. Counselors work with students and families individually to identify what is best for the needs of each student. Further, counselors work with students individually and in groups to instruct students on the mindsets and behaviors necessary to be a successful cyber student. Students learn about organizational and time management skills, assertiveness in working with teachers, and the skills necessary to become a self-regulated learner.

The technology available in Connexus allows for teachers and counselors to monitor students' participation and performance in course work to identify students who are behind in lessons or performing poorly in current courses. Teachers and counselors assist these students in successfully completing courses through frequent calls and access to additional resources, as needed. The school's extended school year model offers students additional opportunities for success, providing students with the option of earning credits during the summer. Students taking advantage of this option can catch up and graduate on time after having fallen behind.

COLLEGE AND CAREER READINESS – GRADES 9-12

Colleges and universities continue to grow their cyber learning programs. A report by Babson (2014) documented there are approximately 3.75 million students enrolled in full-time cyber learning in public higher education institutions and that over 95% of public higher education institutions with 5,000 or more total students offer distance education programs.⁸ In addition, 70.8% of higher education chief academic leaders report that cyber learning is critical to their long-term strategy.⁹

Cyber learning is critical in higher education, and preparing students for life after high school is an important goal for Reach. Students have a wide range of course offerings to pursue their career and college plans including Advanced Placement® courses, career technical education (CTE) courses, and Technology & Engineering courses. Students who graduate from full-time, K-12 cyber schools supported by Connections succeed academically, are accepted to colleges throughout the country, and receive scholarships. These students are well-prepared for online college coursework thanks to their experience in cyber learning which encourages them to set goals, be independent, and implement organizational techniques.

PHYSICAL EDUCATION – GRADES K-12

Reach is committed to ensuring student participate in a planned physical education program designed to optimize their physical, mental, emotional, and social development. Connections ensures students are engaged in a variety of health, safety, and physical education activities. The physical education program is aligned to state standards and is:

- Maintaining physical, social, and emotional health in students by practicing healthy behaviors and goal setting;
- Be age and developmentally appropriate and be taught at each grade level; and
- Be coordinated and managed by an education professional.

To track students' day-to-day physical activities and to ensure participation, Connections developed a proprietary online "Activity Tracker" tool that enables students to personalize an electronic log to track activity type (jogging, aerobic training, flexibility training, yoga, etc.), duration, and frequency. This tracker includes activities that align to curriculum goals and state-specific standards. The activity type and time requirements auto-populate by grade and state requirements. Students choose an exercise that aligns with the activity and indicate the frequency, intensity, time, and type (FITT). As students engage in the physical activities, they input data to track their progress. Students then export their tracked activity into an Excel file and send this to their teachers in an online drop box. Teachers access the students' files to grade and provide feedback to the students on their FITT goals. These activity assessment portfolios are incorporated throughout each physical education course in grades K-12. Learning Coaches mark lessons

⁸ <http://www.onlinelearningsurvey.com/report/2014SurveyInfo.pdf>

⁹ <http://onlinelearningconsortium.org/read/survey-reports-2014/>

complete for students and teachers monitor the completion of assessments and grade students based on participation and success in meeting their physical education goals. Additionally, to ensure reliability and accountability, teachers may conduct Curriculum-Based Assessments (CBA) to verify completion of physical activities, discuss their progress, give fitness tips and feedback, and differentiate instruction to meet students' needs. Activity Tracker inspires students to get active and be healthy.

Students in Grades K-2: Students learn games and activities that require active participation and are introduced to overall health, wellness, and safety behaviors and concepts. The games and activities that involve movement and motor skills are grouped in thematic units. There are three different options that students in grades K-2 are able to choose from to fulfill their Physical Education requirement. These include the Personal Fitness Program, the Connections Fitness Program, and Yoga. Students choose which program they would like to participate in and may change or add a program during the year. Students' participation and progress is monitored through daily recordings in the Activity Tracker and discussions with the Learning Coach.

Students in Grades 3-5: Students focus on developing a safe and healthy lifestyle which requires acquiring knowledge to make positive decisions about exercise and nutrition. There are three programs provided in these courses: the Personal Fitness Program, the Connections Fitness Program, and Yoga. Students may start with one program and choose another as they proceed through the course, or they may participate in the same program throughout the course. The curriculum includes the President's Council on Physical Fitness and Sports Tests. Students record their results on a periodic basis and receive the appropriate award depending on the performance level. Teachers monitor students' participation and progress through the Activity Tracker and periodic performance tests as well as through discussions with the Learning Coach and student.

Students in Grades 6-8: Students learn and apply the concepts and skills necessary for lifelong health, safety, and physical fitness. In the health portion of the course, students are introduced and assessed on various topics ranging from movement concepts to proper nutrition and fitness, as well as the skills to ensure the development of a safe and healthy lifestyle. There are three programs provided in these courses: the Personal Fitness Program, the Connections Fitness Program, and Yoga. Students may start with one program and choose another as they proceed through the course, or they may participate in the same program throughout the course. The curriculum includes the President's Council on Physical Fitness and Sports Tests. Students record their results on a periodic basis and receive the appropriate award depending on the performance level. Teachers monitor students' participation and progress through the Activity Tracker and periodic performance tests as well as through discussions with the Learning Coach and student.

Students in Grades 9-12: Students may have several courses to choose from to fulfill their health and physical education credits. Teachers monitor student participation and performance using the escalation system, the school's Grade Book, and CBAs.

- **Health, Fitness, and Nutrition:** This course covers first aid, the benefits of good nutrition, and the dangers of alcohol and drug use. Students learn how to evaluate their own fitness and nutritional needs and how to make changes that lead to a healthier lifestyle over the long run. Also discussed are strategies for resisting peer pressure and ways fitness can influence self-image and overall well-being.
- **Personal Fitness:** Students learn the proper ways to exercise and eat healthy, how to assess their fitness level, and strategies for reaching their highest possible fitness level. They have the option of learning yoga in this course.

- **Physical Education:** This course emphasizes self-directed activities that a student can participate in for a lifetime. This includes the option of learning and practicing yoga. Students' skill levels are measured with written assignments, class evaluations, and demonstrations of a particular skill.
- **Personal Fitness II:** This course looks at the aspects of living a healthy and balanced life. Students learn the relationship between physical, mental, and social health as they explore topics including: effective communication, building healthy relationships, the effects of violence, coping mechanisms, and how to set goals. Additionally, students learn basic first aid procedures, what to do in medical emergencies, and how to keep their homes safe. Throughout the course, students are required to participate in regular physical activity and keep records of their activity. The student is given a choice of three paths that place emphasis on lifelong activities as well as current fitness trends.

FIELD TRIPS – GRADES K-12

Students have the opportunity to participate in regular field trips and outings throughout Pennsylvania facilitated by program staff and Community Coordinators (parent volunteers). Reach offers a wide range of field trips with a special focus on providing STEM-related activities when possible. Field trips provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on trips to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout the state. Many of the field trips provide STEM activities or have assignments based on STEM themes.

While not an exhaustive list, examples include visits to¹⁰:

- Everhart Museum – Natural History, Science & Art – Scranton
- Loyola Science Center – Scranton
- Great Valley Nature Center – Devault
- Valley Forge National Park – Valley Forge
- Academy of Natural Sciences – Philadelphia
- State Museum of Pennsylvania – Harrisburg
- Quiet Valley Living History Farm – Stroudsburg
- Longwood Gardens – Kennett Square
- Explore & More – Gettysburg
- Carnegie Science Center – Pittsburgh
- National Aviary – Pittsburgh



¹⁰ <http://www.fieldtrip.com/pa/index.html>

Field trips also are focused on college and career readiness for the secondary students. Field trips to local universities and colleges such as Harrisburg University, Eastern University, Pennsylvania State University, the University of Pennsylvania, Temple University, and the University of Pittsburgh are scheduled. In addition, it is anticipated that field trips will be organized to explore local businesses and attendance at college and career fairs.

The intent of the field trips are mission-focused as well as focused on school and community. It allows many of the families to connect with each other, connect with the local community, and connect with their educational goals. Reach plans to be a school with multiple “connections” throughout the state to ensure that all students are served.

CONTENT IN ALL SUBJECT AREAS – GRADES K-12

As shown in the Course Development and Revision Model in Figure 6, the instructional program and curriculum proposed regularly undergo specific audit and revision by the Connections curriculum department. The curriculum is updated based on a rigorous national analysis of student performance on state testing results and school-based assessments, including individual course assessments for specific units and lessons.

Continuous Evaluation & Improvement

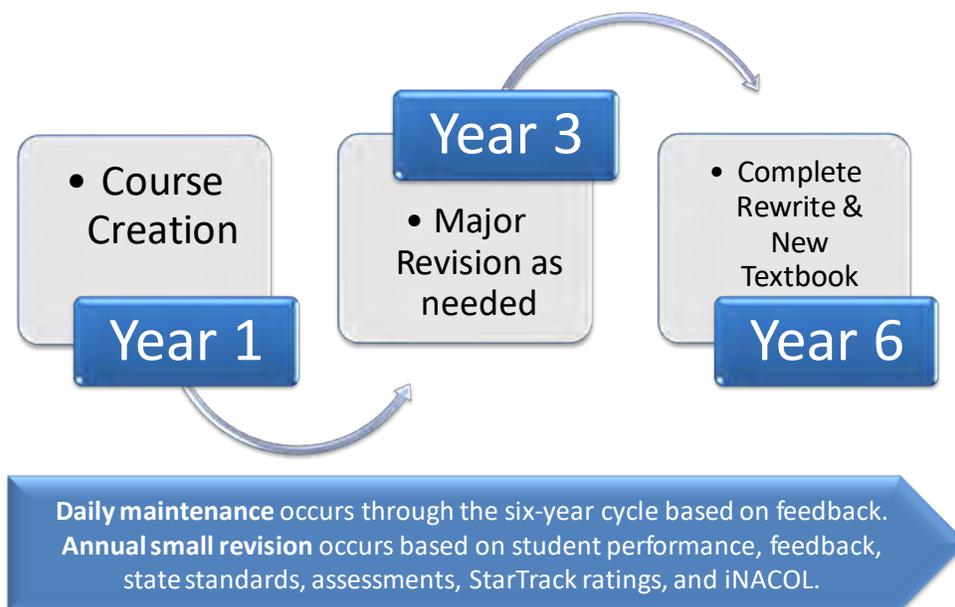


Figure 6. Course Development and Revision Model

Note: Major revisions only occur as needed.

The curriculum is regularly evaluated, upgraded, and enhanced based on the needs of students and schools supported by Connections. Annual updates are communicated in the Program Guide as well as the website. Teacher Course Liaisons, who are experts in their curricular areas, gather feedback from other teachers across all schools supported by Connections and work with Connections’ curriculum department to make updates and revisions to the curriculum based on this input.

ACCREDITATION

Reach is approved by NCAA and applying for AdvancED accreditation and STEM certification this year.

The Connections program was the first online school program to receive corporate accreditation from the Commission on International and Trans-Regional Accreditation (CITA), now known as AdvancED™. Connections was first granted accreditation in 2005, and in June 2015 were approved by AdvancED for a second renewal of accreditation, awarding us extremely high “Index of Educational Quality (IEQ)” scores that are significantly above the AdvancED network average.

Many Connections high school courses are also approved by the National Collegiate Athletic Association (NCAA) Eligibility Center through a rigorous, approval process to meet requirements for initial-eligibility for college athletes, as shown at the following URL:

<http://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/NCAA-Approved-Course-List.pdf>

HISTORY OF STUDENT SUCCESS USING THE EDUCATIONAL PROGRAM

The Board reviewed the college and career data from schools supported by Connections and concluded the following:

- Cyber learning is accepted at higher education institutions across the country.
- Colleges and universities have partnered with Connections across the country, vetting both the curriculum and the teachers for academic rigor for dual credit courses in states where dual credit is accepted.¹¹
- Students graduating from schools supported by Connections are receiving a high level of scholarship awards for their preparation for college.
- Students attending schools supported by Connections have demonstrated academic achievement on SAT, ACT, and AP assessments.
- Schools supported by Connections focus on college and career readiness through curriculum and support services.
- Schools supported by Connections have a diverse student population with a variety of college and career goals.

Colleges and universities accept students who graduate from full-time cyber schools as demonstrated in the list of college acceptances for students graduating from schools supported by Connections. As illustrated in Figure 7, graduates of schools supported by Connections have been accepted at prestigious colleges and universities such as: Bucknell University, Carnegie Mellon University, Penn State, Swarthmore, and the University of Pennsylvania. **Please note: This is just a sample of the schools, not a complete list.**

¹¹ Per the Basic Education Circular 24 P.S. §17-1741-A, #18 Providing College Courses states, “Charter schools may contract with post-secondary educational institutions to provide course work as part of their curriculum. However, charter schools may only grant their students high school credit for such courses, and may not award post-secondary credit for those courses.” Reach follows all state regulations, including those in the Basic Education Circulars for Cyber Charter Schools. Should the regulations change, Reach will work to make the necessary modifications to its program.

Figure 7. College Acceptances for Graduates of Schools Supported by Connections (2016-17)

College Acceptances for Graduates of Schools Supported by Connections			
Alabama <ul style="list-style-type: none"> Troy University University of Alabama 	Arizona <ul style="list-style-type: none"> Arizona State University Grand Canyon University Northern Arizona University University of Arizona 	Colorado <ul style="list-style-type: none"> University of Colorado at Boulder University of Denver Colorado State University 	Connecticut <ul style="list-style-type: none"> Yale University University of Hartford University of Connecticut
California <ul style="list-style-type: none"> California Lutheran University California State Polytechnic University: Pomona Chapman University Humboldt State University 	California State University: <ul style="list-style-type: none"> Chico Fresno Long Beach Los Angeles San Bernardino 	<ul style="list-style-type: none"> Loyola Marymount University Pacific Union College San Diego State University Santa Clara University Stanford University St. Mary's College of California 	<ul style="list-style-type: none"> University of California: Berkeley Irvine Los Angeles Riverside Santa Barbara Santa Cruz
Delaware <ul style="list-style-type: none"> University of Delaware Wesley College 	District of Columbia <ul style="list-style-type: none"> Catholic University of America Georgetown University 	Florida <ul style="list-style-type: none"> Emory-Riddle Aeronautical University Florida State University University of Florida University of Miami 	Georgia <ul style="list-style-type: none"> Georgia Institute of Technology Savannah College of Art and Design University of Georgia
Hawaii <ul style="list-style-type: none"> Brigham Young University - Hawaii University of Hawaii at Manoa 	Idaho <ul style="list-style-type: none"> Boise State University Idaho State University University of Idaho 	Illinois <ul style="list-style-type: none"> DePaul University St. Xavier University University of Chicago University of Illinois at Chicago 	Indiana <ul style="list-style-type: none"> Indiana University Bloomington Purdue University University of Notre Dame Valparaiso University
Iowa <ul style="list-style-type: none"> Drake University Iowa State University University of Iowa University of Northern Iowa 	Kansas <ul style="list-style-type: none"> Kansas State University Pittsburg State University University of Kansas 	Kentucky <ul style="list-style-type: none"> Bellarmine University Murray State University University of Kentucky 	Louisiana <ul style="list-style-type: none"> Louisiana State University in Baton Rouge Loyola University New Orleans University of New Orleans
Maryland <ul style="list-style-type: none"> John's Hopkins University Mount St. Mary's University Towson University Washington College 	Massachusetts <ul style="list-style-type: none"> Boston College Lesley University Northeastern College Tufts University 	Michigan <ul style="list-style-type: none"> Central Michigan University Ferris State University Michigan State University University of Michigan 	Minnesota <ul style="list-style-type: none"> Macalester College Minnesota State University Mankato Northwestern College University of Minnesota: Twin Cities
Missouri <ul style="list-style-type: none"> Saint Louis University University of Missouri: Kansas City 	Montana <ul style="list-style-type: none"> Montana State University: Bozeman Rocky Mountain College 	Nebraska <ul style="list-style-type: none"> University of Nebraska – Lincoln 	Nevada <ul style="list-style-type: none"> University of Nevada: Las Vegas
New Hampshire <ul style="list-style-type: none"> Plymouth State University University of New Hampshire 	New Jersey <ul style="list-style-type: none"> Rutgers, The State University of New Jersey Seton Hall University 	New Mexico <ul style="list-style-type: none"> New Mexico State University Santa Fe University of Art and Design 	New York <ul style="list-style-type: none"> Cornell University New York University Pace University St. John's University SUNY at Stony Brook Syracuse University
North Carolina <ul style="list-style-type: none"> Elon University North Carolina State University University of North Carolina at Chapel Hill Wake Forest University 	Ohio <ul style="list-style-type: none"> Bowling Green State University Denison University Kent State University Kenyon College Oberlin College Ohio State University: Columbus Campus 	Oklahoma <ul style="list-style-type: none"> Oklahoma State University University of Oklahoma 	Oregon <ul style="list-style-type: none"> Lewis & Clark College Oregon State University Portland State University Reed College University of Oregon University of Portland Western Oregon University
Pennsylvania <ul style="list-style-type: none"> Bucknell University Carnegie Mellon University Penn State 	Rhode Island <ul style="list-style-type: none"> Brown University Rhode Island School of Design University of Rhode Island 	South Carolina <ul style="list-style-type: none"> Charleston Southern University Clemson University 	Tennessee <ul style="list-style-type: none"> Belmont University East Tennessee State University

College Acceptances for Graduates of Schools Supported by Connections			
<ul style="list-style-type: none"> • Swarthmore • University of Pennsylvania • University of Pittsburgh at Pittsburgh 		<ul style="list-style-type: none"> • Coastal Carolina University • Furman University • The Citadel • University of South Carolina 	<ul style="list-style-type: none"> • Lee University • Milligan College
Texas <ul style="list-style-type: none"> • Baylor University • Southern Methodist University • Texas A&M University • University of Houston • University of Texas at Dallas • University of Texas at San Antonio 	Utah <ul style="list-style-type: none"> • University of Utah • Utah State University • Westminster College • 	Vermont <ul style="list-style-type: none"> • St. Michael's College • University of Vermont 	Virginia <ul style="list-style-type: none"> • George Mason University • Lynchburg College • Virginia Commonwealth University • Washington and Lee University
Washington <ul style="list-style-type: none"> • Gonzaga University • Seattle Pacific University • Seattle University • University of Puget Sound • Washington State University 	West Virginia <ul style="list-style-type: none"> • American Public University • West Virginia University 	Wisconsin <ul style="list-style-type: none"> • Carthage College • University of Wisconsin-Milwaukee 	Wyoming <ul style="list-style-type: none"> • University of Wyoming

PERFORMANCE DATA FROM SCHOOLS SUPPORTED BY CONNECTIONS

Schools supported by Connections are committed to quality and high levels of student learning. The 2016-17 state standardized performance shows numerous examples where Connections Academy schools met or exceeded statewide levels of performance on statewide tests. Highlights from the 2016-17 results include:

STATE TESTS – ACHIEVEMENT HIGHLIGHTS

Reading

- Arizona Connections Academy (ACA) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, ACA exceeded statewide proficiency in Grade 10 for 2014-15, 2015-16, and 2016-17 and in Grades 6 & 9 for 2015-16 and 2016-17.
- California Connections Academy (CalCA) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, CalCA exceeded statewide proficiency in Grades 6, 7, 8, and 11 for 2014-15, 2015-16, and 2016-17.
- Florida Virtual School Full-Time K-5 (FLVSFT K-5) Exceeded statewide performance at all tested grade levels. In addition, FLVS exceeded statewide proficiency in Grades 3, 4, and 5 for 2015-16 and 2016-17.
- Georgia Connections Academy (GACA) - Exceeded statewide proficiency in Grades 6, 8, and 9, and in American Literature for 2014-15, 2015-16, and 2016-17.
- Iowa Connections Academy (IACA) - Exceeded or was equivalent to statewide performance at all tested grade levels.
- Kansas Connections Academy (KCA) - Exceeded or was equivalent to statewide performance at 6 out of 7 tested grade levels.
- Maine Connections Academy (MCA) - Exceeded or was equivalent to statewide performance at all tested grade levels.

- Michigan Connections Academy (MICA) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, MICA exceeded statewide proficiency in Grade 7 and 8 in 2014-15, 2015-16, and 2016-17 and exceeded statewide proficiency in Grades 3 and 6 in 2015-16 and 2016-17.
- Minnesota Connections Academy (MNCA) - Exceeded or was equivalent to statewide performance at 6 out of 7 tested grade levels.
- Nevada Connections Academy (NCA) - Exceeded or was equivalent to statewide performance at 5 out of 6 tested grade levels. In addition, NCA exceeded statewide proficiency in Grade 8 for 2015-16 and 2016-17.
- North Carolina Connections Academy (NCCA) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, NCCA exceeded statewide proficiency in Grades 6, 7, and 8 in 2015-16 and 2016-17.
- Ohio Connections Academy (OCA) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, OCA exceeded statewide proficiency in Grade 7 for 2015-16 and 2016-17.
- South Carolina Connections Academy (SCCA) - Was equivalent to statewide performance at 6 out of 7 tested grade levels.
- Texas Connections Academy @ Houston (TCAH) - Exceeded or was equivalent to public school students statewide at all tested grade levels and exceeded state performance at 7 out of 8 grade levels. In addition, TCAH exceeded statewide proficiency in Grades 6 and 8 in 2013-14, 2014-15, 2015-16, and 2016-17 and exceeded statewide proficiency in Grade 8 and English II for 2015-16 and 2016-17.
- Wisconsin Connections Academy (WCA) - Exceeded statewide performance at 5 out of 6 tested grade levels. In addition, WCA exceeded statewide proficiency in Grades 4, 6, 7, and 8 in 2013-14, 2014-15, 2015-16, and 2016-17.
- Wyoming Connections Academy (WYCA) - Exceeded statewide proficiency in Grade 6 for 2015-16 and 2016-17.

Math

- Arizona Connections Academy (ACA) – Exceeded statewide performance in Geometry and Algebra II.
- Colorado Connections Academy @ Mapleton (ColoCAM) - Was equivalent to statewide performance in Grades 7-8.
- Kansas Connections Academy (KCA) – Exceeded statewide performance in grades 5 & 8 and was equivalent to statewide performance in Grades 4 & 6.
- Michigan Connections Academy (MICA) - Was equivalent to statewide performance in Grades 6-8.
- Nevada Connections Academy - Was equivalent to statewide performance in Grades 6-8.
- New Mexico Connections Academy (NMCA) - Was equivalent to statewide performance in Grades 6, 7, and 11.

- South Carolina Connections Academy (SCCA) - Was equivalent to statewide performance in Grades 4 and 7.
- Texas Connections Academy at Houston (TCAH) - Exceeded statewide performance in Grades 6 & 7. In addition, TCAH exceeded statewide proficiency in Grade 7 for 2015-16 and 2016-17.
- Wisconsin Connections Academy (WCA) - Exceeded or was equivalent statewide performance at 4 out of 6 tested grade levels. In addition, WCA exceeded statewide proficiency in Grade 4 in 2015-16 and 2016-17.

Science

- Arizona Connections Academy (ACA) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, ACA exceeded statewide proficiency in Grade 10 in 2015-16 and 2016-17.
- Florida Virtual School Full-Time K-5 (FLVSFT K-5) was equivalent to statewide performance in the one tested grade.
- Iowa Connections Academy (IACA) - Exceeded or was equivalent to statewide performance at all tested grade levels.
- INSPIRE Connections Academy (INSPIRE) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, INSPIRE exceeded statewide proficiency in Grade 4 in 2014-15, 2015-16, and 2016-17.
- Kansas Connections Academy (KCA) - Exceeded or was equivalent to statewide performance at all tested grade levels.
- Maine Connections Academy (MCA) - Was equivalent to statewide performance at all tested grade levels.
- Michigan Connections Academy (MICA) - Was equivalent to statewide performance at all tested grade levels.
- Nevada Connections Academy (NCA) - Exceeded or was equivalent to statewide performance at all tested grade levels.
- New Mexico Connections Academy (NMCA) - Exceeded or was equivalent to statewide performance at all tested grade levels. In addition, NMCA exceeded statewide proficiency in Grade 7 in 2014-15, 2015-16, and 2016-17.
- Texas Connections Academy at Houston (TCAH) - Was equivalent to statewide performance at all tested grade levels.
- Wisconsin Connections Academy (WCA) Exceeded statewide performance in all tested grade levels. In addition, WCA exceeded statewide proficiency in Grades 4 and 8 in 2014-15, 2015-16, and 2016-17.

Social Studies

- Michigan Connections Academy (MICA) - Exceeded or was equivalent to statewide performance at all tested elementary and middle school grade levels. In addition, MICA exceeded statewide proficiency in Grade 8 for 2015-16 and 2016-17.
- Oklahoma Connections Academy (OKCA) - Was equivalent to statewide performance at the one tested grade.
- Wisconsin Connections Academy (WCA) - Exceeded public school students statewide at all tested grade levels.

PERFORMANCE ON NATIONAL TESTS - ACT®, SAT®, AND ADVANCED PLACEMENT®

ACT® - Overall, Connections Academy schools equaled the National Average Composite of 21 out of a possible 36. In addition, Connections Academy schools exceeded or met national average in all four subject areas (Math, Reading, English, and Science) – Connections Academy schools that exceeded the national average and their scores:

- Arizona Connections Academy (ACA) - Average Composite was 23
- California Connections Academy (CalCA) - Average Composite was 25
- Colorado Connections Academy at Mapleton (ColoCAM) - Average Composite was 22
- Georgia Connections Academy (GACA) - Average Composite was 22
- Iowa Connections Academy (IACA) - Average Composite was 23
- Indiana Connections Academy (INCA) - Average Composite was 23
- Iowa Connections Academy (IACA) - Average Composite was 22
- Ohio Connections Academy (OCA) - Average Composite was 23
- Oklahoma Connections Academy (OKCA) - Average Composite was 23
- Oregon Connections Academy (ORCA) - Average Composite was 24
- Texas Connections Academy @ Houston (TCAH) - Average Composite was 24

SAT® – National Average was 1,060 out of a possible 1,600 - Connections Academy schools that exceeded the national average and their scores:

- California Connections Academy (CalCA) - Average Student Score was 1,155
- Georgia Connections Academy (GACA) - Average Student Score was 1,076
- Indiana Connections Academy (INCA) - Average Student Score was 1,077
- Oregon Connections Academy (ORCA) - Average Student Score was 1,108
- South Carolina Connections Academy (SCCA) - Average Student Score was 1,061
- Texas Connections Academy at Houston (TCAH) - Average Student Score was 1,076

AP® - National Average of Scoring 3 or Higher was 58.0% - Connections Academy schools that exceeded the national average and their scores:

- Arizona Connections Academy (ACA) - 69.2% of Students Scored 3 or Higher
- California Connections Academy (CalCA) - 61.1% of Students Scored 3 or Higher
- Colorado Connections Academy (ColoCA) - 72.0% of Students Scored 3 or Higher
- Indiana Connections Academy (INCA) – 65.3% of Students Scored 3 or Higher

I.B.2 Describe the curriculum delivery method. Provide specific information pertaining to the hours of instruction, availability of teachers for direct assistance, method of instructional delivery, etc.

MANDATORY STUDENT ATTENDANCE PLAN

Students must meet all regulatory requirements for attending public school in the state. These requirements include attending school for 180 days and completing a required number of hours of instruction per year. In order to make the state’s required hours per year of instruction manageable, families are encouraged to have students complete the hours of schooling each week listed in Figure 8. All attendance requirements will be documented by both Board policy as well as in the handbook. The school’s documents explaining attendance requirements will emphasize the value and importance of school attendance without over-reliance on punitive measures for non-attendance.

Figure 8. Hours of Schooling Each Week

Grade(s)	Recommended Hours per Week	Required Hours per Year
K-5	25 hours, but will vary by pacing option	900
6-12	30 hours, but will vary by pacing option	990

Since Reach will offer three different pacing options, the instructional hours per week will vary depending on which option the student chooses.

- **Traditional Pacing Option:** Students will attend school for 180 days, at 5 or 5.5 hours per day during fall and spring semesters, for a total of 900 or 990 hours annually based on grade level.
- **Year Round Pacing Option:** Students will attend school for 180 days, at 4 hours per day during the fall and spring semesters, for a total of 720 hours for the fall and spring semesters. Year Round students then must also complete a 41-day summer session, taking 2 courses at 4 hours per course per day (8 hours total for 2 credits, totaling 328 hours for the summer session), bringing their annual total to 1,048.
- **Accelerated Pacing Option:** Students will attend school for 180 days, at 5.5 hours per day during fall and spring semesters, for a total of 990 hours for the fall and spring semesters. Accelerated students then must also take at least 1 course during the summer session at 4 hours per course per day and may not take more than 2 without school administration approval. If Accelerated students average 1 credit per summer session, they may be able to finish high school in 3 years.

Reach will require students complete 21 credits and all required courses to graduate. This can be met if the student earns 6 credits during each of the fall and spring semesters for 3 years and earns an additional 1 credit each summer. The student will need to devote up to 8 hours per day for 41 days each summer to complete 2 courses and earn 1 credit. Students may complete more if approved by the Lead School Administrator.

Hours of schooling per day and/or week will be accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other educational activities.

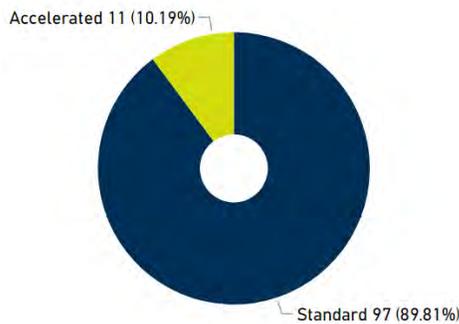
Failure to attend mandated LiveLesson sessions, state testing, or respond to WebMails and phone call messages from teachers may be counted against documented attendance hours.

Although there is more flexibility in a cyber program than in a traditional school with regard to when instruction occurs, students and Learning Coaches should be aware that the school calendar reflects the days on which teachers will be available to students.

Number of Students Using the Accelerated or Year Round Pacing Option

There were 108 FAY Reach students in the 2016-17 SY. Figure 9 is a pie chart that shows the distribution of students across the different pacing options. Almost 90% of students used the standard/traditional year-round pacing vs. approx. 10% who used Accelerated pacing.

Figure 9. Number of Students Using the Accelerated or Standard Pacing Option



Course Completion Rates Compared to Traditional Pacing Option

Figure 10 shows Standard-Pace students outperform Accelerated-Pace students in terms of their course completion rate only, while Accelerated-Pace students do better in terms of pass rate and score, whether we're looking at all courses or just core courses.

Figure 10. Course Completion Rates Compared to Traditional Pacing Option



Percentage of students that are making satisfactory growth on interims

Math Growth: 78.3%

Read Growth: 61.8%

USING TECHNOLOGY TO PROVIDE CURRICULUM AND INSTRUCTION

Reach uses Connections’ proprietary Educational Management System (EMS), Connexus, as the foundation for our cyber school. Connexus is a combination learning management system, student information system, and communication tool that enhances all aspects of a cyber school from enrollment, curriculum, human resources, teaching/learning, and evaluation. Connexus creates a rich, vibrant cyber classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system is designed to guide students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents are able to access Connexus 24 hours per day from any Internet connection.

Connexus integrates key functions and services that are critical to maximizing the academic experience and performance of enrolled students for both the education program and school operations. Reach has a personalized access to Connexus through the creation of a branded registration page, login page, and Connexus menu bar. Connexus allows teachers, students and parents to:

- View daily, weekly, and monthly schedules at a glance;
- Access all lessons and course assignments;
- Monitor progress through an up-to-the-minute Grade Book;
- Receive alerts and communicate through secure WebMail messages;
- Communicate with teachers and other students and families via message boards; and
- Provide ratings and written feedback about specific lessons and overall learning experiences.

Connexus allows parents, counselors, teachers, Learning Coaches, and students to work together in a safe and supportive environment.

LiveLesson sessions allows teachers and students to interact with one another synchronously in a cyber classroom. Teachers use the LiveLesson tool regularly to convene groups of students together to focus on particular learning topics, and may also use LiveLesson for independent student work groups to collaborate on activities, via chat, electronic whiteboard, and shared web surfing. In addition, teachers collaborate synchronously with students and Learning Coaches through phone calls to discuss the PLP and conduct Curriculum Based Assessments (CBAs).

Threaded discussions on course-based message boards are also used as appropriate by grade level to provide opportunities for collaboration and interaction among students. In addition, courses incorporate graded asynchronous online discussions which are required for all students. This tool creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a “real-world” audience.

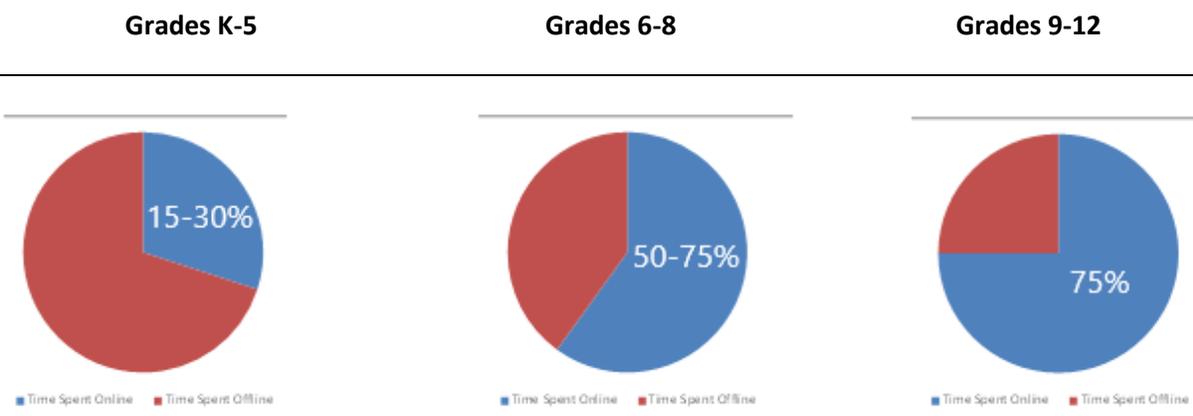
Along with the use of LiveLesson sessions, Teachlet tutorials dramatically increase the effectiveness of the instructional model. Teachlet tutorials are highly interactive asynchronous tutorials that are incorporated into most lessons and provide students a dynamic, fun and engaging way to learn the concepts they need to complete the lesson. They incorporate graphics, video, and audio to show students the concepts and ideas they need to complete the lessons.

While students are required to use the school-issued laptop, the school cannot physically prohibit a Parent/Guardian from permitting a child to use a mobile device to access Connexus. While Connexus can be accessed from mobile devices, the experience varies slightly from laptop to mobile devices for some of the areas within the application but all parts of the application can be accessed. Connections is continuing to make their content mobile friendly, but not all current Connexus pages are designed for mobile devices. Tablets are more likely to behave like laptops while the smaller hand-held mobile devices see the biggest variance in experience.

To ensure equitable access for students, Reach provides a laptop for all students.

Given the balance of modes and media for learning at Reach, actual time spent working online for students varies according to each student’s developmental level, learning needs, and learning styles.

Figure 11. Time Spent Online by Grade Span



Since the majority of the work is done offline for students in grades K-5 including reading books and writing, students have a flexible schedule. Although the hours of instruction per week varies depending on the pacing option chosen, Reach provides the minimum 900 hours per year of instruction for students in grades K-5. For students in grades K-5, between 15- 30% of the school day is centered on interactive online courses, as shown in Figure 11.

Students in grades 6-8 are provided with a prescribed schedule, although students may work with teachers as needed to create more accommodating schedules. About 50-75% of the school day is centered on interactive online courses. Reach provides at least the required 990 hours of instruction per year.

When students move into grades 9-12, they maintain their prescribed schedule. Again, students may work with teachers to create modified schedules. About 75+% of the school day is centered on interactive online courses. Although the hours of instruction per week vary based on the pacing option chosen, Reach provides at least the required 990 hours of instruction per year at the secondary level, and considerably more for 9-12 students who choose the Accelerated Pacing Option.

I.B.3 Describe how students are evaluated and how that evaluation is used to improve student achievement and attain learning objectives.

EVALUATING STUDENT PERFORMANCE

The following describes the specific assessments Reach will use to evaluate the progress of students.

- **Assessment Objective Performance Reports (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of that grade level based upon the Pennsylvania Academic Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.
- **Placement:** During enrollment in the program, each new student will take part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. Academic Placement Advisors from Connections and Counselors at Reach will then determine a grade-level and/or course placement in consultation with parents/guardians.
- **Formative Assessments:** The Longitudinal Evaluation of Academic Progress (LEAP) (a pre-, mid-, and post-test used for students in grades 2-8 for reading and students in grades K-8 for math) provides essential diagnostic information for developing the Personalized Learning Plan (PLP) and planning instruction. It provides an early predictor of performance on mandated tests and reports key accountability data on progress throughout the academic year. DIBELS is used for students in grades K-1 for reading. Reach may use the Scantron Performance Series assessment for students in grades 9-12 for pre-, mid-, and post-testing.
- **Ongoing Informal Assessments:** Students will engage in several formative in-course assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.
- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students will be required to complete a series of offline and online assessments. Offline assessments will include written compositions, science lab reports, short-answer questions and essays, book responses, and a variety of work samples. These assessments will require direct

teacher evaluation. Online assessments will include quizzes and a unit test. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments will provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers. Student progress reports and grades will include a combination of quizzes, tests, work samples, and teacher feedback.

- **Curriculum-Based Assessments:** Reach will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts, through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.
- **Baseline Achievement Data:** Whenever possible, standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for standardized tests that students take while enrolled at Reach, which are proctored face-to-face at a physical location throughout the state, will be included in Connexus, along with internal pre-, mid-, and post-test data. This data will be used to monitor student progress from year-to-year and within the year and to inform course placement and instructional needs of students.

Scheduled phone calls, LiveLesson sessions, and face-to-face meetings that may occur throughout the state will all be used to help teachers gauge the student's mastery of concepts and to determine appropriate instructional recommendations. The student's teacher will conduct follow-up conversations by parent-teacher/teacher-student conferences using WebMail messages, LiveLesson sessions, feedback when grading, Message Board postings, and phone conversations.

STATE ACCOUNTABILITY MEASURES

Reach students are required to meet the same testing and academic performance standards established by law and regulations applicable to all public school students.

Reach adheres to the same accountability measures, administer the same state assessments, and follows the same proficiency measures as all public charter schools in Pennsylvania, in addition to using its own internal assessment tools.

Reach administers the PSSAs and Keystone Exams¹² and all assessments as required by the Pennsylvania state assessment system. In keeping with the school's mission and overall educational priorities, Reach utilizes ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure and monitor student gains over the school year.

Reach is dedicated to meeting and exceeding all of Pennsylvania's goals and grade level requirements. Reach understands its obligation to participate in the required system of assessment and accountability for Pennsylvania, and is fully committed to complying with applicable assessment requirements, consistent with law and relevant policies. At in-person, proctored locations, students participate in proficiency tests such as the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and the Pennsylvania Alternate System of Assessment (PASA). Results of these assessments are reported through the PDE as well as communicated directly to parents. The Principal also includes the results of the state mandated testing in the evaluation of the school's overall performance and in its reports to the Board and the PDE.

¹² <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/default.aspx#.VcDVJvn-mFs>

Reach participates in the School Performance Profile (SPP) which reports performance for all schools in Pennsylvania using multiple indicators of academic growth and achievement, including the four specific Annual Measurable Objectives (AMOs)¹³ included in the waiver and educator effectiveness.

Students unable to exhibit proficiency on the Keystones exams participates in school-led supplemental instructional services in their academic area of need. If the student is still unable to pass the Keystone Exam, he/she may complete a Project Based Assessment (PBA) that corresponds with the content of the specific Keystone Exam module. Determining eligibility for the PBA is based on the PDE Keystone Guidelines.

I.B.4 Describe teaching methods used to enhance student learning. Describe professional development provided by the cyber charter school and how the professional development has been used to enhance the delivery of instruction.

TRAINING AND DEVELOPING TEACHERS

Connections provides robust training and professional development for school leadership and teachers. Training is integrated into the Connections program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services.

Teachers benefit from ongoing and effective professional growth. The training begins with an initial teacher orientation course and several days of face-to-face pre-service training. Teachers build a strong foundation for teaching in the online environment with student success as a focus. Professional learning communities, nationally facilitated professional learning sessions, and weekly teacher updates via *The Scoop* keeps teachers up-to-date and on the road to being experts in online learning. REACH teachers also have access to the New Teacher Training Series which helps them to understand the how and why of completing key school year cycle tasks to support student learning and performance.

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.

In May 2016, Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff. This award recognizes the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff. In November 2017, the Connections professional learning model won a Tech & Learning Award of Excellence.^[1]

Teacher professional development is critically important in ensuring that the staff is optimally effective at teaching in an online environment and addressing the PA Academic Standards in their daily instructional practice. The school uses the *National Standards for Quality Online Teaching* published by the International Association for K-12 Online Learning (iNACOL)^[2] and the Connections *Core Standards for Facilitating Student Learning*, as guides for pinpointing necessary teacher skills and professional development requirements.

¹³ <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/PAS.aspx#.VcDW-Pn-kgU>

The Connections Professional Development team focuses on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive multi-year professional development plan. The Professional Development team provides educators with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. In addition, Connections supports specific professional development needs as determined by the Principal and in alignment with school goals.

PROFESSIONAL LEARNING

Connections provides teachers with ongoing professional development activities monthly throughout the year. Teachers are required to attend sessions virtually on topics such as:

- Implementing specific research-based instructional strategies,
- Using effective teaching practices and communication skills for an online environment,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

Professional learning sessions include an evaluation survey to elicit teacher and administrator feedback. Professional Learning is:

- **Intensive** – Participants identify the purpose of educational practices and examine how they can be implemented in the online environment. Participants collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research are connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to Practice** – Following each session, participants apply what they have learned to their professional practice. They integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in an online environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days have a specific focus, additional professional learning support is available on a daily basis. Teachers have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. Reach receives multiple levels of support from Connections. Connections provides a team of specialists dedicated to meeting the needs of the school.

FOUNDATIONS FOR TEACHING AT A SCHOOL SUPPORTED BY CONNECTIONS

Research on effective professional development indicates that professional development must be 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.

Teachers are instructed on how to modify a course through teacher orientation. Connections provides intensive training to teachers and other school staff prior to and throughout the school year. Training sessions focus on the “how to” — the basic tools and skills that teachers need to know and understand in order to teach in an online environment, navigate Connexus (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. Before the start of each school year, all teachers complete the Teacher Orientation Course: Foundations of Instruction. This course is delivered through Connexus, and contains lessons, assessments, and links to online tutorials. This introductory course supports teachers in transitioning from a brick-and-mortar school to an online school and covers curriculum, assessment, personalizing instruction, school year events, grading, communication, and essential tools in Connexus to monitor and support student learning. Upon successful completion of these courses and assessments, teachers are ready to begin instruction. Teachers are expected to earn a grade of 80% or higher in this course.

SYSTEMIC MULTI-YEAR PROFESSIONAL DEVELOPMENT PLAN

Beginning with the 2017-18 school year, and after completion of the foundational topics covered during the first year in 2016-17, teachers participate in Connections’ systematic multi-year professional development plan. Connections takes a “flipped learning” approach to professional development which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous professional learning session. This “flipped model” approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers upload an “artifact” to their professional learning e-portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders provide teachers with feedback on their artifacts following the sessions.

DESCRIPTIONS OF PROFESSIONAL LEARNING SESSIONS (PL 100, PL 200 AND PL 300)

Second year teachers and new school staff participate in Connections’ Professional Learning (PL) 100 series which focuses on:

- Making connections with students, building a community of learners;
- Helping empower students to take ownership of their learning; and
- The importance of thinking critically and working collaboratively.

Training emphasizes the “instructional shifts” required to support the level of rigor demanded by the PA Academic Standards, next generation assessments, and college and career readiness expectations. During these professional learning sessions, teachers are placed into virtual groups (e.g., breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible.

Third-year teachers and school-based staff participate in the Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting 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.

In the PL 300 series, teachers of students in grades K-5 is grouped by grade band K-2 and 3-5 instead of by subject area since most teachers in these grades are teaching all subject areas. Reach Cyber Charter School also provides time during the PL 300 sessions to focus on specific content areas. The facilitator is able to guide discussions by asking targeted questions for content areas such as math and science. Teachers discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students

In addition to these required professional learning sessions, Connections also offers a number of “Optional Professional Learning sessions.” These sessions are available to all teachers who seek to expand their professional knowledge. Each topic is designed for specific content area teachers and grade level teams and includes strategies for effectively and actively engaging students in the learning process. These sessions are delivered synchronously but are recorded and available to any teachers that are not able to attend the session during the scheduled time.

PROFESSIONAL LEARNING COMMUNITIES (PLCS)

As a continuation of synchronous online professional development sessions, Reach implements school-based Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions. SMART goals that PLCs are working on are provided in figure 12.

Figure 12. SMART Goals that PLCs are working on

Q1 - PLC IA #	Teachers	Q2 - SMART Goal	Q2 Update - Established regular meetings	Q3 - Progress towards SMART goal	Q4 - PLC Goal EOY Status
2272508	Baker, Lavin, Miedel, Remaley	20% of students in the 2nd grade will move from below/well below benchmark to on/above benchmark for DORF accuracy percentage.	2nd Grade PLC meets every Wed from 8:30-9:30 am.	<p>PLC Rating (based on rubric): 4 PLC is progressing towards meeting their SMART Goal.</p> <p>Action Plan Template: https://docs.google.com/document/d/1YOp9ODNSbVwXD4mp1K3H6jkhFZKE-116EPuZyTJeWBc/edit?usp=sharing</p>	
2270409	Bechtel, Ehrman, Ford, Frederickson, Rafferty, Schaeffer	<p>90% of student will have their required CBAs by the end of the school year</p> <p>90% of 6th graders will be promoted to the 7th grade by the end of August.</p>	6th Grade PLC Meets the first, second, and fourth Wednesday of each month.	<p>(4) 6th grade is on track for reaching goal #1</p> <p>(3) 6th grade is not on track for reaching goal #2</p>	

Q1 - PLC IA #	Teachers	Q2 - SMART Goal	Q2 Update - Established regular meetings	Q3 - Progress towards SMART goal	Q4 - PLC Goal EOY Status
2369426	Miedel, Talipan, Williams, Zimmer	<p>By January 2018, all of our intensive students will demonstrate growth in the areas of decoding, blending and fluency as measured by DIBELS Next assessment Nonsense Word Fluency.</p> <p>Red: 80% of the students who scored 5 correct letter sounds or below will reach 18 correct letter sounds in January 2018.</p>	1st Grade PLC meets every Wed from 8:30-9:30 am.	<p>PLC Rating (based on rubric): 4 PLC is progressing towards meeting their SMART Goal</p> <p>Action Plan Template: https://docs.google.com/document/d/1GsJd4nNrXQEOmSMoyKzPW_HsXr-gutX75REulvORGs6g/edit?usp=sharing</p>	
2271585	Berger, Ford, Glasser, Perez, Schaeffer, Neary, Stroup, Thompson, Trostle, Vitorio, Remaley, Ford, Anderson, Starr, Aberts, Knorr, Snead, Byers, Webb		Special Ed PLC meets weekly on Wednesdays at 2pm		

Q1 - PLC IA #	Teachers	Q2 - SMART Goal	Q2 Update - Established regular meetings	Q3 - Progress towards SMART goal	Q4 - PLC Goal EOY Status
2369474	Berger, Swope, Leibig, Vukmanic	By MOY DIBELS students at or above 90wcpm based on the BOY results will be able to be at benchmark or above at MOY (84/153=55%) In addition 70 % of all students should be able to increase their fluency rate from BOY to MOY by at least 10 wcpm.	5th Grade PLC meets every Wed from 8:30-9:30am.	<p>PLC Rating (based on rubric): 4 PLC is progressing towards meeting their SMART Goal</p> <p>Action Plan Template: https://docs.google.com/document/d/1yfdESHCF_V3k4YzZwDX-w26gl2UnYToSWCHCi_MMuwI/edit?usp=sharing</p>	
2269691	Berman, Juka, Kasales, Repka, Keim	75% of students will demonstrate proficiency 75% of the time on a given standard as measured by 4 assessment questions.	Department PLC meets bi-weekly.	<p>PLC Rating: 4 PLC is progressing towards SMART Goal</p> <p>HS Math PLC Action Plan: https://docs.google.com/document/d/1771WnCLBRGxtf6QpSou7ZDLiAyGTbLrcK0jgi2CpvZM/edit#</p>	

Q1 - PLC IA #	Teachers	Q2 - SMART Goal	Q2 Update - Established regular meetings	Q3 - Progress towards SMART goal	Q4 - PLC Goal EOY Status
2270376	Bost, Desmond, Ehrman, Glasser, Pulizzi, Schaeffer, Weirich	<p>90% of the 7th grade students will complete each core course on time for Semester A. (Expired)</p> <p>(New Goal) - 7th Grade team will help 5 selected students improve their overall grades to 80% in each of their core classes by maintaining weekly contact with the student and offering them 1 on 1 or small group help.</p>	7th Grade PLC meets the first, second, and fourth Wednesday of each month.	<p>7th Grade did not meet their Semester 1 goal of 90% of 7th grade students completing core courses before semester A ends.</p> <p>7th grade wrote a new goal to help 5 selected students improve their overall average to 80% in each of their core courses by maintaining weekly contact with the student and offering 1 on 1 or small group help.</p> <p>(4) - 7th Grade is on track to meet their new goal.</p>	
2284067	Cabrera, Carroll, Cole, Kasales, Keim, Knorr	Meet 95% monthly Homeroom CBA achievement, as tracked through the SYC Radar, as well as 90% successful completion of our course as tracked through the course gradebook.	9th Grade PLC meets bi-weekly.	<p>PLC Rating 4: PLC is progressing towards SMART Goal</p> <p>SMART GOAL ACTION PLAN: https://docs.google.com/a/reachconnectionsacademy.org/document/d/1D_g7JLEP352ppS9Cl-1tozAmWD_JQaAKwY8xgYKnpu8/edit?usp=sharing</p>	

Q1 - PLC IA #	Teachers	Q2 - SMART Goal	Q2 Update - Established regular meetings	Q3 - Progress towards SMART goal	Q4 - PLC Goal EOY Status
2269703	Carroll, Sayers, Smith, Petta, Martene	75% of students will demonstrate proficiency 75% of the time on a given standard as measured by 4 assessment questions.	English Department PLC meets bi-weekly.	PLC Rating 4: PLC is progressing towards SMART Goal SMART GOAL Action Plan: https://docs.google.com/a/reach.connectionsacademy.org/document/d/1jL8jp2_QFJZr_7OD1p8YhNwz5OC0dhsX8BglEGV6trQ/edit?usp=sharing	
2269736	Cole, McConnell, Rhodes, McMurray, Derr, Stanalonis	75% of students will demonstrate proficiency 75% of the time on a given standard as measured by 4 assessment questions.	HS Science PLC meets bi-weekly.	PLC Rating 4: PLC is progressing towards SMART Goal PLC Action Plan template in IA.	
2270443	Deininger, Ehrman, Glasser, Gribbin, Hinkle, Smith, Tomassone, Trostle	Complete 90% of CBAs by end of each CBA Window. 80% of 8th Grade students will be promoted to the 9th grade at the end of the 2017-2018 school year, not including social promotion.	8th grade meets the first, second, and fourth Wednesday of each month.	(3) 8th Grade PLC is not on track to meet CBA Goal each Window. (4) PLC is on track for completion of goal #2	

Q1 - PLC IA #	Teachers	Q2 - SMART Goal	Q2 Update - Established regular meetings	Q3 - Progress towards SMART goal	Q4 - PLC Goal EOY Status
2282852	Frederickson, Garber	Determine the importance of electives in preparing students for a STEM career.	<p>HS electives meet bi-weekly.</p> <p>MS electives meet the third Wednesday of every month.</p>	PLC Rating 4: PLC is progressing towards SMART Goal	
2284207	Knorr, Perez, Rhodes, Juka	Homeroom teachers will compare overall grade from Progress Report #1 to Progress Report #2 and note any ST who +/- 10% in their overall grade and work with STs to maintain/create respectively a plan of action for those STs.	10th Grade PLC meets bi-weekly.	<p>PLC Rating 4: PLC is progressing towards SMART Goal</p> <p>PLC Action Plan Google Doc: https://docs.google.com/document/d/1lrRN7i9Dt3_eXS-RdkY-i8Sr12rkJDZO2LGYZnWtqG4/edit</p>	
2272520	Miedel, Perri, Shaffer, Stroup, Fratzola	By end of the second marking period, 95% of 4th grade students will show fluency with a 75% or higher in multiplication facts using Quizizz.	4th Grade PLC meets every Wed from 8:30-9:30am.	<p>PLC Rating (based on rubric): 4 PLC is progressing towards meeting their SMART Goal</p> <p>Action Plan Template: https://docs.google.com/document/d/1_sBAoOgHK7F4y96xc7EgVu4NqAyNRESTTyNGlp9VflQ/edit?usp=sharing</p>	

Q1 - PLC IA #	Teachers	Q2 - SMART Goal	Q2 Update - Established regular meetings	Q3 - Progress towards SMART goal	Q4 - PLC Goal EOY Status
2284213	McConnell, Perez, Uniacke, Stanalonis, Smith, Carr	By March, 80% of students will be up to date with 100% of current CBA calls and all welcome calls complete, as demonstrated in the SYC status and accountability radar.	11th Grade PLC meets bi-weekly.	PLC Rating 4: PLC is progressing towards SMART goal https://docs.google.com/document/d/1YVfVnZgYNIPKY_hIwSFziqueyrOfTLVJD8jzswb_gB_E/edit?usp=sharing	
2269778	Scheib, Uniacke, Reider, Piakowski	75% of students will demonstrate proficiency 75% of the time on a given standard as measured by 4 assessment questions.	HS Social Studies PLC meets bi-weekly	PLC Rating 4: PLC is progressing towards SMART goal Action Plan Template in IA.	

ADDITIONAL PROFESSIONAL LEARNING RESOURCES

During the school year, ongoing professional development sessions are be offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leader and leadership team at Reach. In addition, these resources are available to all school staff to support their professional learning.

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and “how to” components that aid the teachers on a day-to-day basis. These “how to” components also have accompanying on-line tutorial segments that visually demonstrate each process.
- **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.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.
- **The Scoop:** All teachers receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

MONITORING QUALITY TEACHING PRACTICES

Administrators evaluate teachers while they are teaching synchronous LiveLesson sessions with students. This allows the administrator to see/hear/experience the synchronous classroom of the teacher. Administrators complete teacher evaluations at least two times per year. After the observation, the administrator reviews and discusses a detailed report with the teacher. This report focuses on strengths and weaknesses – and what can be done to improve the lesson and delivery. This is similar to an observation that would take place in a brick-and-mortar school.

I.B.5 Attach the school calendar for the current school year and for next school year.

We provide the 2018-19 school calendar in figure 13 and the projected 2019-20 school calendar in figure 14.

Figure 13. 2018-19 Reach School Calendar

2018-19 Reach Cyber Charter School Calendar		
Event	School Status	Date
Labor Day	School Closed	September 3, 2018
<i>First Day of School</i>	School in Session	September 4, 2018
Veterans' Day	School Closed	November 12, 2018
Thanksgiving Break	School Closed	November 22-26, 2018
Winter Break	School Closed	December 24, 2018 - January 1, 2019
Martin Luther King, Jr. Day	School Closed	January 21, 2019
First Semester End Date	NA	January 24, 2019
Teacher In-Service	Staff Work Day	January 25, 2019
Second Semester Start Date	NA	January 28, 2019
Presidents' Day	School Closed	February 18, 2019
Spring Break	School Closed	April 18-19, 2019
	Staff Work Day	April 22, 2019
Memorial Day	School Closed	May 27, 2019
<i>Last Day of School</i>	School in Session	June 6, 2019

Figure 14. 2019-20 Reach School Calendar

Projected 2019-20 Reach Cyber Charter School Calendar (Subject to Change)		
Event	School Status	Date
Labor Day	School Closed	September 2, 2019
<i>First Day of School</i>	School in Session	September 3, 2019
Veterans' Day	School Closed	November 12, 2019
Thanksgiving Break	School Closed	November 28-29, 2019
Winter Break	School Closed	December 24, 2018 - January 1, 2020
Martin Luther King, Jr. Day	School Closed	January 21, 2020
First Semester End Date	NA	January 24, 2020
Teacher In-Service	Staff Work Day	January 25, 2020
Second Semester Start Date	NA	January 28, 2020
Presidents' Day	School Closed	February 18, 2020
Spring Break	School Closed	April 18-19, 2020
	Staff Work Day	April 22, 2020
Memorial Day	School Closed	May 27, 2020
<i>Last Day of School</i>	School in Session	June 6, 2020
<i>I.B.6 Attach a copy of the School Improvement Plan if one has been developed.</i>		

Please see our attached School Improvement Plan in appendix C.

I.C. FUTURE GOALS AND OBJECTIVES

Explanation: Use the chart below to respond to academic goals listed and the empty rows to insert your own academic and non-academic goals. Be sure to include goals for any new grades being proposed. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas.

I.C.1 *What measurable outcomes will the cyber charter school achieve over the next five years?*

REACH MEASURABLE GOALS AND OBJECTIVES

Reach has established a number of academic and non-academic goals. The details of the goal and how the metric is calculated is presented first, followed by figure 15 which shows the goal targets for a five year period.

MEASURABLE ACADEMIC GOALS AND OBJECTIVES TO PROMOTE STUDENT LEARNING

Goal Area: Meeting Pennsylvania Academic Learning Standards

Goal A1: Students at Reach will meet the Pennsylvania Academic Learning Standards as evidenced by their performance on the annual state assessments and the school's School Performance Profile (SPP) rating. Ratios will be calculated for each subject-grade combination, and an overall average is calculated across ratios and weighted by the number of students taking each particular test.

Goal A2: Students at Reach will meet the Pennsylvania Academic Learning Standards as evidenced by their performance on the annual state assessments and the school's School Performance Profile (SPP) rating.

Goal Area: Meeting the Academic Needs of All Students

Goal B: Subgroups with a measurable number of students to reliably calculate performance gaps that have a performance gap will decrease their performance gap in the year after a performance gap is identified. A performance gap is defined as a statistically significant difference between passing rates on state assessments between a particular subgroup and the school as a whole. A measurable subgroup is defined as any subgroup of students reported for accountability purposes that consists of at least 40 students during each of the years of any two-year period (e.g., Year 1 and Year 2) in which this goal is examined. Subgroup gaps will be examined separately by subgroups and within tested subject areas (e.g., math) on the Pennsylvania state assessments.

Goal Area: Demonstrating Academic Growth

Goal C: Students at Reach will demonstrate academic growth as evidenced by interim assessments. Academic growth will be calculated for students that took both the pre- and post-test for the associated interim assessment. Students will either show growth from pre- to post-test or will score proficient or better on the post-test. English Language Arts and math will be calculated separately and averaged.

Goal Area: Participation and Performance in STEM Activities

Goal D1: Students at Reach will demonstrate interest in STEM-related topics as evidenced by their participation and performance on various STEM-related offerings made available to students. Reach intends to offer a variety of STEM experiences for students. These include advanced STEM courses (defined as any STEM course that is above the chronological grade level of the student or a STEM course labeled as Gifted and Talented, Honors, or Advanced Placement® (AP), an experiential elective independent study course for high school students, STEM-oriented extra-curricular activities, STEM-oriented enrichment activities and STEM-oriented field trips.

Goal D2: Students at Reach will demonstrate interest in STEM-related topics as evidenced by their participation and performance on various STEM-related offerings made available to students. A high percentage of FAY students enrolled in an advanced STEM courses will complete the course and earn a grade of B or better.

Goal Area: Academic Grade Progression

Goal E: Students at Reach will demonstrate their learning through grade-level promotion and earning an appropriate amount of credit towards graduation on a yearly basis. A high percentage of Full Academic Year (FAY) students will be promoted to the next grade (K-8) or earn at least one fourth of the required high school credits for a standard diploma in the school year (grades 9-11). This will be assessed as of the end of the school year as compared with the beginning of the school year. FAY students are defined as a student enrolled by October 1st of any given year and remaining enrolled through the end of the academic year.

Goal Area: Preparation for Postsecondary Success

Goal F1: Seniors at Reach will be prepared for post-secondary success as evidenced by the percentage of Full Academic Year 12th graders entering the year on track to graduate that graduate by the end of the year.

Goal F2: In addition, for a significant percentage of these graduates, a plan will be in place that indicates that they will be pursuing, based on the students' post-graduation plans, one of the following post-secondary options: acceptance into a two- or four-year college, acceptance into an accredited vocational school, and/or joining a military service branch.

MEASURABLE NON-ACADEMIC GOALS AND OBJECTIVES TO PROMOTE STUDENT PERFORMANCE

Goal Area: Parent Satisfaction

Goal G: Parents of students will perceive their placement positively as measured by the 21 Parent Satisfaction Survey questions that are most directly affected by the school. The survey is administered annually by a third-party vendor.

Goal Area: Student Retention

Goal H: Students will feel prepared for a successful experience as evidenced by the during school year retention rate, measured by the percentage of students remaining enrolled at the end of the school year compared to total enrollment.

Figure 15. Goals for Future Planning

Goal Area / Goal	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Meeting Pennsylvania Academic Learning Standards - Goal A1: Ratio of school's performance on state assessments to state's performance.	.65	.68	.72	.76	.80
Meeting Pennsylvania Academic Learning Standards - Goal A2: School Performance Profile (SPP) Rating	48	50	54	58	62
Meeting the Academic Needs of All Students - Goal B: Closing the gap on identified subgroups.	1 point gap closure	1 point gap closure	1 point gap closure	2 point gap closure	2 point gap closure
Demonstrating Academic Growth - Goal C: Percentage of students demonstrating growth.	65%	67%	69%	72%	75%
Participation and Performance in STEM Activities - Goal D1: Percentage of students participating in a variety of STEM Activities.	33%	35%	38%	40%	42%
Participation and Performance in STEM Activities - Goal D2: Percentage of students enrolled in Advanced STEM courses earning a B or higher.	75%	78%	80%	83%	85%
Academic Grade Progression - Goal E: Percentage of FAY students promoted to the next grade level (K-8) or earning one year's worth of credits (9-11).	84%	86%	88%	90%	92%
Preparation for Postsecondary Success - Goal F1: Percentage of on-track FAY 12th grade students that graduate.	85%	86%	87%	88%	90%
Preparation for Postsecondary Success - Goal F2: Percentage of graduates with post-secondary plans of college, vocation school, or military.	70%	73%	76%	78%	80%
Parent Satisfaction - Goal 1: Average parental satisfaction.	85%	86%	87%	88%	89%
Student Retention - Goal 2: Percentage of students retained for the year.	76%	77%	78%	79%	80%

II. SCHOOL OPERATIONS AND MANAGEMENT

II.A. TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT

II.A.1 How are teachers and administrators evaluated? Describe the standards for teacher and staff performance.

EVALUATION PROCESS FOR TEACHERS

The Board employs all staff including the CEO, Principals and teachers. Through the Statement of Agreement, the Board has contracted to work with Connections to develop effective performance evaluation practices built on the national experience of Connections in the area of cyber education. Connections uses a Performance Evaluation System (in conjunction with the required Pennsylvania teacher evaluation model) to create a high performance school by encouraging employees to put forth their best effort, focusing all employees on the school's main goals, rewarding and retaining employees based on outcomes/results, and providing continuous feedback for employee development. All employees are evaluated based on competencies along with state required metrics on student performance as required by law. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g. Special Education). Competencies are reviewed with employees at the beginning of the school year, and are available to employees for viewing and comment throughout review cycles on the Human Resources Information System's Performance Management module and at all times on the Virtual Library (intra-net).

Teachers receive a formal mid-year review in December or January and a formal end-of-year review in May or June. Employees also receive periodic feedback both formally and informally from their manager throughout the school year, via the Human Resources Information System's Performance Management module, the employee log, and regular touch base meetings with their manager.

Competencies for teachers are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency are evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data.

The outcome of an individual teacher's evaluation affects future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions.

The competencies are aligned with student achievement metrics and may include any of the following:

- Parent feedback,
- Supervisor observations,
- Statewide assessment results,
- School assessment results, and/or
- Student participation/completion.

To ensure the highest quality teaching, Reach sets as its goal that the majority of the teachers earn ratings of Effective or higher. The instructional staff is observed on a regular basis and evaluated using a comprehensive, multi-layered evaluation system. The teacher evaluation system may include the following and is aligned to Pennsylvania teacher evaluation systems:

- Parent surveys, which may rate such things as the responsiveness, effectiveness, knowledge, and skills of their assigned teacher(s);

- Principal evaluations from observations of Learning Coach/student interaction, including LiveLesson sessions, and review of correspondence;
- Peer reviews evaluating the degree of cooperation, support and sharing of knowledge;
- Aggregate performance of enrolled students based on a value-added improvement model and documents by data from Connexus; and
- An annual performance plan created by each teacher incorporating strategies to achieve, measureable school goals.

Figure 16 provides an example of the types of competencies that may be reviewed during a teacher’s evaluation. Reach would incorporate any statutory changes to its internal Teacher Evaluation system if enacted by the General Assembly.

Figure 16. Teacher Performance Review Competencies

2018 Teacher Performance Review Competencies
Competency 1: Teacher Professionalism
<ul style="list-style-type: none"> • Has an excellent attendance record and proactively plans time-off • Teacher models respect, responsibility, honesty and integrity • Maintains current Message Boards • Responds to student and caretaker inquiries effectively • Teacher completes grading in a timely manner
Competency 2: Collaborate and Develop Instructional Processes
<ul style="list-style-type: none"> • Teacher reflects on teaching performance • Active participant in a Professional Learning Community (PLC) • Completes all required training and professional development (PD) on time • Effectively uses data to inform instruction • Develops gap content as needed
Competency 3: Ensure High Quality Instruction
<ul style="list-style-type: none"> • Maintains ongoing contact with students and Learning coaches • Monitors escalation status • Involves others (colleagues, school administration) to resolve escalation as appropriate • Logs all contacts within a timely manner
Competency 4: Monitor Student Participation
<ul style="list-style-type: none"> • Behaves in accordance with all school rules and regulations. • Demonstrates pride in quality of work, collaborative approach and team mindset. • Notifies key people in a timely manner of important issues or changes in situations affecting work • Trustworthy; exhibits both the skills and the sincerity to do the job. • Comes to work on time and dresses appropriately. • Seeks and responds professionally to feedback on performance. • Informs supervisor when work is completed or an assignment is needed. • Handles conflict appropriately; able to disagree without hostility.
Competency 5: Monitor Student Performance
<ul style="list-style-type: none"> • Conducts regular CBAs • Uses data to personalize student instruction • Teacher provides timely feedback focused on improving student performance

2018 Teacher Performance Review Competencies
<ul style="list-style-type: none"> • Teacher provides multi-tiered intervention as necessary • Teacher modifies assignments as necessary for Special Populations
Optional: Career Ladder
<ul style="list-style-type: none"> • Time management • Exhibits and models school values • Leadership and initiative

EVALUATION PROCESS FOR SCHOOL ADMINISTRATORS

The Board employs the school administrators. The school administrators are evaluated based on competencies along with state required metrics on student performance as required by law. The professional competencies are aligned with the administrative position (e.g. Principal). The Board evaluates the school administrators using data and may be assisted by consultative functions provided by Connections.

As with the teachers, school administrators receive a formal mid-year review in December or January and a formal end-of-year review in May or June.

Competencies are evaluated in the context of the school’s goals, which evaluate student growth and achievement metrics, and observations of an employee’s proficiency within each competency are evaluated using various methods including parent, school and community feedback; observations of lessons and interactions; and review of relevant documentation and data.

School administrators receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies, shown in Figure 17.

The school administrator evaluation system is geared towards evaluating the specific competencies that an effective administrator would display. This may include the following and is aligned to Pennsylvania administrator evaluation systems:

- **School Development and Leadership:** school culture, creating a commonly owned vision and plan for success, high performing leadership team;
- **Team Development and Leadership:** school team formation, staff performance management, staff satisfaction and retention;
- **Student Achievement/Data Management:** instructional leader, using internal/external data to effectively drive student achievement; and
- **Personal Development and Professional Skills -** leadership development of self, judgment and problem solving, knowledge and implementation of key policies and regulations, and an environment of trust which includes clear communication, relationship building and expectations, community relations.

Meeting these competencies may be demonstrated through:

- Parent surveys, rating the responsiveness, effectiveness, and instructional expertise of the school as a whole;
- Review of school operational and student achievement data;

- Aggregate performance of enrolled students based on a value-added improvement model as documented through data captured by Connexus; and
- An annual performance plan detailing his/her strategies to achieve measurable school goals.

Figure 17. Principal and School Leader Performance Review Competencies

2018 Assistant Principal/ Principal Performance Review Competencies
Competency 1: Achievement Focus and Results Orientation
<ul style="list-style-type: none"> • Holds self and others accountable for high academic achievement of all students. • Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals. • Exhibits a commitment to equity and creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.
Competency 2: instructional Expertise
<ul style="list-style-type: none"> • Conducts high- quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning. • Uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction. • Ensures students master state standards by aligning curriculum, instructional strategies, and assessments.
Competency 3: Managing and Developing People
<ul style="list-style-type: none"> • Provides clear expectations for staff performance and communicates success and needed improvements regularly. • Uses multiple methods to assess teacher and staff effectiveness and provides timely, targeted, and actionable feedback. • Uses student and observation data and disaggregates school data to plan and target job embedded professional development and support for teachers. • Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning. • Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.
Competency 4: Culture and Relationship Building
<ul style="list-style-type: none"> • Establishes collaborative relationships with stakeholders to achieve objectives. • Creates a positive and safe environment for teachers, students, families, and, if applicable, the community. • Resolves conflict in a direct but constructive manner, seeking "win-win" solutions. • Embraces diverse viewpoints and solicits stakeholder input in decision- making. • Communicates effectively with all stakeholders. • Motivates, inspires, and moves other adults to feel ownership and take action. • Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback, and professional development to improve.
Competency 5: Problem-Solving and Strategic Change Management
<ul style="list-style-type: none"> • Collects, analyzes, and uses multiple forms of data to make decisions. • Identifies problems, analyzes root causes, and develops effective strategies to resolve issues. • Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances. • Builds buy-in from diverse stakeholders and overcomes resistance to advance school improvement.

2018 School Leader Performance Review Competencies
Competency 1: Achievement Focus and Results Orientation
<ul style="list-style-type: none"> • Holds self and others accountable for high academic achievement of all students. • Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals. • Creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.
Competency 2: Instructional Efficacy
<ul style="list-style-type: none"> • Uses data to help evaluate school effectiveness and staff accountability. Helps other school administrators in using data to differentiate instruction. • Ensures school meets state standards by aligning curriculum, instructional strategies, and assessments.
Competency 3: Managing and Developing People
<ul style="list-style-type: none"> • Provides clear expectations for staff performance and communicates success and needed improvements regularly. • Uses multiple methods to assess teacher and staff effectiveness and provides timely, targeted, and actionable feedback. • Uses student and observation data and disaggregates school data to plan and target job embedded professional development and support for teachers. • Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning. • Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.
Competency 4: Culture and Relationship Building
<ul style="list-style-type: none"> • Establishes collaborative relationships with stakeholders to achieve objectives. • Creates a positive and safe environment for teachers, students, families, and, if applicable, the community. • Resolves conflict in a direct but constructive manner, seeking "win-win" solutions. • Embraces diverse viewpoints and solicits stakeholder input in decision-making. • Communicates effectively with all stakeholders. • Motivates, inspires, and moves other adults to feel ownership and take action. • Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback, and professional development to improve.
Competency 5: Problem-Solving and Strategic Change Management
<ul style="list-style-type: none"> • Collects, analyzes, and uses multiple forms of data to make decisions. • Identifies problems, analyzes root causes, and develops effective strategies to resolve issues. • Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances. • Builds buy-in from diverse stakeholders and overcomes resistance to advance school improvement.

II.A.2 Discuss why that process was chosen and how it has evolved and been refined over the course of the charter.

The evaluation process is closely tied to the core teaching standards identified by Connections based on their knowledge of cyber education, they incorporate school goals and the process allows for continuous feedback throughout the school year while incorporating state requirements as applicable. The evaluation process is supported by a performance management platform hosted in the school's human resources information system as well as toolkits and training for managers created through the evaluation of best practices across multiple schools.

Commencing in 2018-2019, revised competencies will be made available to schools. These competencies are an enhancement of the existing competencies and were created by a cross-functional group of professionals who are: in the role, manage the role, are experts of the role, from the human resources team, and from the learning and development team. Included with each set of role-based competencies will be tools to support the evaluation and future development of staff including rubrics to ensure consistency and in depth feedback is given. In addition, all competencies will be linked to training and learning tools that will assist staff in further enhancing their critical skills and areas of opportunity. In addition, at the start of the 2018-2019 school, an implementation plan will be initiated which includes education and training for managers and a review of the competencies with staff.

II.A.3 Provide evidence and discuss the quality of teaching at the cyber charter school. Include outcomes of teacher evaluations and teacher surveys in the discussion

OUTCOMES OF TEACHER EVALUATIONS

The teachers of Reach are dedicated, professional, and of the highest quality, as evidenced in the yearly teacher evaluations, described below.

- For the 16-17 School Year, all employees received an “Effective” rating on their End of Year Performance Review.
- For the 17-18 School Year, all employees received at least an “Effective” rating on their End of Year Performance Review and five individuals received a “Highly Effective” rating.

KUDOS FROM STUDENTS AND FAMILIES, MAY 2018

Reach has provided a sampling of student and family comments (“Kudos”) for the school. Our students and families, as shown in our satisfaction surveys, are impressed with and are happy at Reach.

- **Christine Pulizzi:** Thank you for all you have done to help my son. He loved the Social Studies course and while it was difficult, he also grew in working with the portfolios. You have introduced him to a world he did not know. You have been kind and responsive to our needs and fair in grading and responding to his projects. Thank you again.
- **Christine Pulizzi:** Mrs. Pulizzini, You might not really see me at LiveLesson, but you sure do help me when it comes to Social Studies. I usually get mind-blown with your explanations. I appreciate you being my teacher. Thank You!
- I LOVE THIS SCHOOL
- **Lindsey Rhodes:** Thank you Ms. Rhodes. I've had the pleasure as having you as my Biology teacher. I'm going be back next year and I hope to have you as my teacher again. I had so much fun in LiveLesson, emailing you and you assisting me when I needed the help. Thank you so much for a wonderful year of Biology. I've learned a lot and I'm always going to remember you as my Biology teacher. Thanks for everything.

- **Alicia Swope:** Mrs. Swope I am going to miss working with you in Science. You're the one that had hope for me at school while I had no support at home. So I had no choice to pull up my grade. I really want to thank you for having faith and believing in me. You're the best teacher in the WHOLE WIDE WORLD. Thank you some much Mrs. Swope and may god bless you with more things to do in life.
- **Becky Shields:** You are a true asset to Connections Academy. Thank you for all your help over these last 2 years.

II.A.4 Discuss staff turnover and retention patterns. Drawing upon exit interviews and surveys, explain why teachers choose to return or not to return to the school.

Overall, the staff retention at Reach is relatively good. Teaching in an online environment is very different from a brick-and-mortar school. Reasons for staff turnover are as follows:

- In 2016, one (teacher) individual resigned due to a career change (4.3% of Teachers). There were no administrative or leadership resignations.
- In 2017, six (teachers) individuals resigned (7.3% of teachers). The most common reason given was that the individual felt they were not a good fit for an online teaching environment. There were no administrative or leadership resignations.
- In 2018, three (teachers) individuals thus far have resigned citing they were not a good fit for an online teaching environment. (2.7% of teachers). There were no administrative or leadership resignations.

II.A.5 Use the following table to report professional staff turnover/retention data for each year of the past charter.

We provide Reach’s professional staff turnover/retention data in figure 18.

Professional Staff Turnover/Retention Data		
	Year 1 (2016-17)	Year 2 (2017-18)
Total number of professional staff	44	125
Number of professional staff employed in September who returned from previous year	N/A	39
Number of professional staff employed in June who were also employed by the school the previous September	N/A	120

Figure 18. Professional Staff Turnover/Retention Data

II.A.6 Complete the table below for all professional staff members.

We provide a completed certification table for all professional staff members in figure 19.

Figure 19. Certification Table for All Professional Staff Members

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7497	Aberts, Sandra A.	Mid-Level Math (6-9); Mental and/or Physical Handicapped (K-12); elementary (K-6) - Issued 07/01/10 valid for 99 years	Teacher - Special Edu	Algebra 1 A, Algebra 1 B, Pre-Algebra A, Pre-Algebra B, Skills for Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
7611	Ague, Kevin R.	Business-Computer Info-Technology (PK-12) - Issued 6/1/2015 valid for 6 years of service	Teacher - Secondary	3-D Computer Modeling A, HS Business Keyboarding, Introduction to Computer Applications	Please see "Reach Hours Worked" spreadsheet	100%	0%
7381	Ake, Tonya M.	Elementary (K-6) - Issued 1/1/11 valid for 99 years	Teacher - Elementary	Elementary Sign Language, Experiencing Music I, Headsprout Early Reading, Language Arts K B, Math K B, Science K B, Social Studies K B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7577	Anderson, Kaelin K.	Special Education (PK-8); All Subjects (4-8); Science (7-8) - Issued 6/1/2016 valid for 6 years of service	Teacher - Special Edu	Essential Algebra Readiness (Pre-Algebra) B, Imagine Math	Please see "Reach Hours Worked" spreadsheet	100%	0%
7309	Baker, Jessica J.	Instructional I, PK-4 - Issued 6/1/14 valid for 6 years	Teacher - Elementary	Elementary Sign Language, Experiencing Music I, Language Arts 2 B, Math 2 B, Science 2 B, Social Studies 2 B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7316	Bannister, Judith F.	Elementary (K-6); Reading Specialist (PK-12) - Issued 6/2/2017 valid for 99 years	Reading Specialist	Reading	Please see "Reach Hours Worked" spreadsheet	100%	0%
7246	Barna, Jacquelyn F.	Social Studies (7-12); Bus-Computer-Info Tech (PK-12); English (6-9) - Issued 6/1/15 valid for 6 years	Teacher - Secondary	Gifted and Talented Language Arts 6 B, Gifted and Talented Literature Study 6, Language Arts 6 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6848	Bechtel, Margaret J.	Elementary (K-6) Issued 6/1/96 - Valid for 99 years All Subjects (4-6); Math (7-8); Science (7-8); English Language Arts and Reading (7-8) Issued 10/1/16 - Valid for 99 years	Teacher - Elementary	Gifted and Talented Science 6 B, Science 6 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7456	Behnke, Ann E.	School Nurse (PK-12) - issued 09/01/15 valid for 6 years of service	School Nurse	Nursing	Please see "Reach Hours Worked" spreadsheet	100%	0%
6561	Bender, Emily E.	Elementary (PK-4) Issued 6/1/2015 - Valid for 6 years of service	Teacher - Elementary	Elementary Sign Language, Experiencing Music I, Headsprout Early Reading, Language Arts K A, Language Arts K B, Math K A, Math K B, Math-Whizz, Science K B, Social Studies K B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6799	Berger, Heather L.	Principal (PK-12); Special Education (PK-12); Elementary (K-6) Issued 8/1/08 - Valid for 99 years	Teacher - Special Edu	Special Ed	Please see "Reach Hours Worked" sheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7239	Berman, Jennifer L.	Math (7-12) - Issued 5/1/13 valid for 6 years	Teacher - Secondary	Algebra 1 A, Algebra 1 B, Algebra 2 A, Algebra 2 B, Honors Algebra 2 B, Independent Study - STEM	Please see "Reach Hours Worked" spreadsheet	100%	0%
6468	Bost, Stephanie A.	ESL (PK-12) Issued 2/1/15 - Valid for 99 years; Mid-Level Mathematics (6-9); Bus-Computer-Info Tech (PK-12) Issued 12/1/15 - Valid for 99 years	Teacher - Secondary	Math 7 A, Math 7 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7556	Byers, Megan E.	Special Education (PK-12) - Issued 10/1/15 valid for 6 years	Teacher - Special Edu	English 10 B, Geometry A, Geometry B, Skills for Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
7240	Cabrera, Paula A.	Spanish (PK-12) - Issued 4/1/2016 valid for 6 years	Teacher - Secondary	Elementary Spanish I, Elementary Spanish II, Middle Spanish I, Middle Spanish II, Spanish I B, Spanish II A, Spanish II B, Spanish III B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6470	Carroll, Erica W.	English (7-12) Issued 4/1/03 - Valid for 99 years	Teacher - Secondary	English 9 B, Honors English 9 B, Independent Study - STEM, Scantron Performance Series	Please see "Reach Hours Worked" spreadsheet	100%	0%
7616	Chicchi, Kimberly	Bus-Computer-Info Tech (PK-12); English (7-12); Social Studies (7-12); Special Education (7-12) - Issued 11/1/2016 valid for 99 years Instructional Technology Specialist (PK-12) - Issued 5/1/2010 valid for 6 years of service	Teacher - Secondary	Psychology B, World History B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7376	Coates Jr., John A.	Business/Computer/Information Technology (K-12); Social Studies (7-12) - Issues 5/1/11 valid for 6 years	Teacher - Secondary	Educational Technology and Online Learning 6, Educational Technology and Online Learning 7, Educational Technology and Online Learning 8, Emergent Computer Technology, MS Business Keyboarding	Please see "Reach Hours Worked" spreadsheet	100%	0%
7270	Cole, Michael V.	Environmental Educ (PK-12); Biology (7-12); Art (PK-12) - Issued 7/1/14 valid for 99 year	Teacher - Secondary	Honors Physical Science B, Physical Science B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6471	Deiningner, Stephanie T.	Art (K-12) Issued 12/1/06 - Valid for 6 years of service	Teacher - Secondary	Art 7 B, Art 8 B, Art History B, Digital Photography I B, Introduction to Graphic Design B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7506	Derr, Cody L.	Biology (7-12) - Issued 1/1/16 valid for 6 years	Teacher - Secondary	Biology A, Physical Science B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7248	Desmond, Sarajane	English (7-12) - Issued 1/1/10 valid for 99 years	Teacher - Secondary	Gifted and Talented Language Arts 7 B, Gifted and Talented Literature Study 7, Language Arts 7 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7236	Ehrman, Audrey L.	Elementary & Secondary School Counselor (PK-12) - Issued 6/1/2014 valid for 6 years	School Counselor	Counseling	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7253	Eichelberger, Milvana	Elementary (K-6); Reading Specialist (PK-12) - Issued 3/1/2010 valid for 99 years	Teacher - Elementary	Elementary Sign Language, Essential Math 3 B, Gifted and Talented Language Arts 3 B, Gifted and Talented Math 3 B, Gifted and Talented Science 3 B, Language Arts 3 A, Language Arts 3 B, Math 3 A, Math 3 B, Reading Eggspress, Science 3 B, Skills for Success, Social Studies 3 A, Social Studies 3 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7537	Fratzola, Amanda	Elementary (K-6) - Issued 6/1/11 valid for 6 years	Teacher - Elementary	Essential Math 4 B, Language Arts 4 B, Math 4 B, Pennsylvania State History 4, Science 4 B, Skills for Success, Social Studies 4 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6822	Frederickson, Melissa L.	Art (K-12) - Issued 6/1/09 valid for 6 years of service	Teacher - Secondary	Art 1, Art 2, Art 3, Art 4, Art 5, Art 6 B, Art 7 B, Art 8 B, Art History B, Art K, Digital Photography I B, Introduction to Graphic Design B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7525	Gamoneda, Denise E.	Elementary (K-6); Special Education (PK-12) - Issued 7/1/10 valid for 99 years	Teacher - Elementary	Gifted and Talented Language Arts 3 B, Gifted and Talented Math 3 B, Gifted and Talented Science 3 B, Language Arts 3 B, Math 3 B, Reading Eggspress, Science 3 B, Skills for Success, Social Studies 3 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7244	Garber, Tiffany	Health & Physical Educ (PK-12) - Issued 6/1/2015 valid for 6 years	Teacher - Secondary	Physical Education, Physical Education 1, Physical Education 2, Physical Education 3, Physical Education 4, Physical Education 5, Physical Education K	Please see "Reach Hours Worked" spreadsheet	100%	0%
7650	Gaughan, Amanda	Elementary (PK-4) - Issued 6/1/2016 valid for 6 years of service	Teacher - Elementary	Gifted and Talented Language Arts 3 B, Gifted and Talented Math 3 B, Language Arts 3 B, Math 3 B, Science 3 B, Skills for Success, Social Studies 3 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6630	Glasser, Sheryl A.	All Subjects (4-6); Math (7-8); English Language Arts and Reading (7-8) Issued 10/1/2014 - valid for 6 years of service Special Education (PK-8); Early Childhood (PK-4) Issued 6/1/2014 - valid for 6 years of service	Teacher - Special Edu	Language Arts 8 B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7272	Gribbin, Andrew	Elementary (K-6);Mid-Level Science(6-9) - Issued 7/1/2010 valid for 99 years	Teacher - Secondary	Gifted and Talented Science 8 B, Science 8 B	Please see " Reach Hours Worked" spreadsheet	100%	0%
6472	Haverl, Elisabeth	N/A	Admin	N/A	704	N/A	N/A
7024	Hinkle, Sophia L.	Grades 4-8 (All subjects 4-6); English Language Arts and Reading (7-8) - issued 7/1/2016 valid for 6 years	Teacher - Secondary	Gifted and Talented Language Arts 8 B, Gifted and Talented Literature Study 8 (17-18), Language Arts 8 B	Please see " Reach Hours Worked" spreadsheet	100%	0%
6473	Hinshaw, Michael V.	IA 2437859	Asst Principal I	Psychology B, Scantron Performance Series, World History B	Please see " Reach Hours Worked" spreadsheet	100%	0%
6496	Hitz, Cynthia E.	Early Childhood (N-3); Elementary (K-6) Issued 5/1/14 - Valid for 99 years	Teacher - Elementary	Elementary Sign Language, Experiencing Music I, Headsprout Early Reading, Language Arts K B, Math K B, Math-Whizz, Science K B, Social Studies K B	Please see " Reach Hours Worked" spreadsheet	100%	0%
7407	Horn, Connie F.	Math (7-12) - Issued 8/1/11 valid for 6 years	Teacher - Secondary	Essential Algebra Readiness (Pre-Algebra) B, Essential Math 7 B, Skills for Success	Please see " Reach Hours Worked" spreadsheet	100%	0%
7259	Juka, Jill A.	Math (7-12) - Issued 1/1/12 valid for 6 years	Teacher - Secondary	Geometry A, Geometry B, Honors Geometry B, Honors Precalculus B, Independent Study - STEM, Precalculus B	Please see " Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
6474	Kasales, Camilla J.	Principal (K-12) Issued 3/1/11 - Valid for 5 years of service; ESL (PK-12) Issued 11/1/10 - Valid for 99 years; Mathematics (7-12) Issued 9/1/93 - Valid for 99 years	Teacher - Secondary	Consumer Math B, Independent Study - STEM, Pre-Algebra A, Pre-Algebra B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7696	Kauffman, Holly	N/A	Admin	N/A	368	N/A	N/A
6926	Keim, Amber L.	Biology (7-12); Mathematics (7-12) - Issued 4/1/17 valid for 6 years	Teacher - Secondary	Algebra 1 A, Algebra 1 B, Honors Algebra 1 B, Independent Study - STEM	Please see "Reach Hours Worked" spreadsheet	100%	0%
6852	Kennedy, Christine	Bus-Computer-Info Tech (K-12); English (7-12); Marketing Distributive (K-12) Issued 7/1/13 - Valid for 99 years	Teacher - Secondary	Business Communication, Educational Technology and Online Learning 1, Educational Technology and Online Learning 2, Educational Technology and Online Learning 3, Educational Technology and Online Learning 4, Educational Technology and Online Learning 5, Educational Technology and Online Learning K, Game Design I B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
6475	Kessel, Erin O.	Elementary (K-6) Issued 7/1/12 - Valid for 99 years	Teacher - Elementary	Discovering Music I, Elementary Sign Language, Essential Math 3 B, Getting Started in Connections Academy (3-8), Getting Started in Connections Academy (K-2), Gifted and Talented Language Arts 3 B, Language Arts 3 B, Math 3 A, Math 3 B, Science 3 B, Skills for Success, Social Studies 3 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7543	Kinney, Hillary	N/A	Admn	N/A	768	N/A	N/A
7310	Knorr, Sheree-Lee S.	Principal (K-12) - Issued 7/1/10 valid for 99 years; Elementary (K-6) - Issued 7/1/10 valid for 99 years Elementary Principal - Supervisor Special Education - Issued 7/1/10 valid for 3 years of service **Retired from state system	Teacher - Special Edu	Algebra 1 A, Algebra 1 B, English 9 B, Skills for Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
7615	Lamison, Corynne L.	ESL(PK-12) - Issued 3/1/2016 valid for 99 years of service; ESK (PK-12) - Issued 11/1/2012 valid for 6 years of service; Art (PK-12); Family-Consumer Science (PK-12) - Issued 11/1/2012 valid for 6 years of service	EL Specialist	EL Support Elementary Intermediate A, EL Support Elementary Newcomer A, Math-Whizz, Raz-Kids	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7255	Lavelle, Rachel M.	PA - Secondary School Counselor (7-12)	Coord of Counseling Svcs	Freshman Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
6476	Lavin, Angela C.	Elementary (K-6); Mid-Level Math (6-9) Issued 6/1/15 - Valid for 99 years	Teacher - Elementary	Experiencing Music I, Language Arts 2 B, Math 2 B, Science 2 A, Science 2 B, Social Studies 2 A, Social Studies 2 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7285	LeCause, Nicole L.	Ment and/or Phys Handicapped - Issued 9/29/17 valid for 6 years	Teacher - Special Edu	Alternative Language Arts B, Alternative Math B, Alternative Science B, Alternative Social Studies B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6477	Leibig, Danielle M.	Elementary (K-6) Issued 9/1/12 - Valid for 6 years of service	Teacher - Elementary	Elementary Sign Language, Essential Math 5 B, Gifted and Talented Science 5 B, Math 5 A, Math 5 B, Science 5 B, Skills for Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
7579	Lowery, Jenine J.	Principal (PK-12) - Issued 2/1/2018 valid for 5 years of service; English (7-12); Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Issued 2/1/2018 valid for 5 years of service	School Counselor	Counseling	Please see "Reach Hours Worked" spreadsheet	100%	0%
7665	Marteney, Tina A.	English (7-12) - Issued 1/1/2013 valid for 6 years of service	Teacher - Secondary	English 10 B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
6495	McConnell, Kelley J.	General Science (7-12); Mid-level Science (7-9) Issued 6/1/13 - Valid for 6 years of service English (7-12) Issued 1/1/12 - Valid for 6 years of service	Teacher - Secondary	Independent Study - STEM, Scantron Performance Series	Please see "Reach Hours Worked" spreadsheet	100%	0%
7659	McCray, June E.	Elementary (K-6); Special Education (PK-12) - Issued 12/1/2015 valid for 6 years of service	Teacher - Special Edu	Language Arts 2 B, Math 2 B, Reading Eggs	Please see "Reach Hours Worked" spreadsheet	100%	0%
7685	McGee, Joseph A.	Social Studies (7-12) - Issued 1/1/2014 valid for 6 years of service	Teacher - Secondary	American Government B, United States History B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6797	McMurray III, John R.	Biology (7-12) - Issued 12/1/2003 valid for 99 years - Retired from state system	Mgr of STEM Education	CR Earth Science B, Environmental Science B, Independent Study - STEM	Please see "Reach Hours Worked" spreadsheet	100%	0%
7545	Melendez, Enid	N/A	Admin	N/A	764	N/A	N/A
6478	Miedel, Jamie L.	Elementary (K-6) Issued 1/1/13 - Valid for 99 years	Teacher - Elementary	LEAP	Please see "Reach Hours Worked" spreadsheet	100%	0%
6845	Nayduch, Natasha L.	Elementary School Counselor (K-6); Secondary School Counselor (7-12) Issued 8/1/13 - Valid for 99 years	School Counselor	Counseling	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7303	Neary, Kaitlyn	All Subjects (4-6); Social Studies (7-8); Special Education (PK-8) - Issued 7/1/14 valid for 6 years	Teacher - Special Edu	Math 7 B, Math-Whizz	Please see "Reach Hours Worked" spreadsheet	100%	0%
7448	Palm, Kimberly A.	English (7-12) - Issued 7/1/2010 valid for 9 years of service	Teacher - Secondary	English 9 B, Independent Study - STEM	Please see "Reach Hours Worked" spreadsheet	100%	0%
6479	Parker, Rachel R.	Secondary School Counselor (7-12) - Issued 4/1/12 valid for 6 years of service	Mgr of Counseling Svcs	Counseling	Please see "Reach Hours Worked" spreadsheet	100%	0%
7546	Perez, Ana	N/A	Admin	N/A	768.5	N/A	N/A
6480	Perez, Sheila E.	Early Childhood (N-3); Special Education (PK-12) Issued 7/1/2010 - Valid for 99 years	Teacher - Special Edu	Special Ed	Please see "Reach Hours Worked" spreadsheet	100%	0%
6742	Perri, Emily S.	Elementary (K-6) Issued 8/1/16 - Valid for 99 years	Teacher - Elementary	Language Arts 4 B, Math 4 B, Pennsylvania State History 4, Science 4 B, Skills for Success, Social Studies 4 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7682	Petta, Stephanie A.	English (7-12) - Issued 8/1/2012 valid for 6 years of service	Teacher - Secondary	English 10 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7243	Piaskowski, Jenna L.	Citizenship (7-12); Mid-Level Math (7-12); Social Studies (7-12); Mid-Level Science (7-9); Mid-Level English (7-9) - Issued 6/1/10 valid 6 for years	Teacher - Secondary	Honors United States History B, United States History B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
6481	Pizzani, Jennifer L.	Elementary (K-6) Issued 9/1/12 - Valid for 99 years	Teacher - Elementary	Elementary	Please see "Reach Hours Worked" spreadsheet	100%	0%
7663	Polonsky, Kimberly A.	Social Worker License; Elementary School Counselor - Issued 5/1/2011 valid for 8 years of service	Social Worker	Social Work	Please see "Reach Hours Worked" spreadsheet	100%	0%
7634	Poor, Cassandra	Elementary; Early Childhood - Issued 7/1/2010 valid for 8 years of service	Teacher - Elementary	Headsprout Early Reading, Language Arts K B, Math K B, Science K B, Social Studies K B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7544	Popovski, Laura M.	Secondary School Counselor (7-12); Elementary School Counselor (K-6) - Issued 12/11/2014 valid for 6 years of service	School Counselor	Freshman Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
6482	Pulizzi, Christine	Elementary (K-6); Mid-Level English (6-9); Mid-Level Citizenship (6-9) Issued 8/1/07 - Valid for 99 years	Teacher - Secondary	Getting Started in Connections Academy (9-12), Social Studies 7 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6483	Purnell, Christina K.	Elementary (K-6) - Issued 6/1/94 - Valid for 6 years of service	Teacher - Elementary	Elementary	Please see "Reach Hours Worked" spreadsheet	100%	0%
7027	Rafferty, Elizabeth A.	Elementary (K-6) - issued 7/1/2009 valid for 99 years	Teacher - Elementary	Social Studies 6 B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7269	Reider, Steve	Social Studies - Issued 6/1/10 valid for 6 years	Teacher - Secondary	Honors World History B, Personal Finance, World History B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6484	Remaley, Catherine J.	Special Education (PK-8); Early Childhood (PK-4) Issued 9/1/15 - Valid for 6 years of service	Teacher - Special Edu	Alternative Language Arts A, Alternative Language Arts B, Alternative Math A, Alternative Math B, Alternative Science A, Alternative Science B, Alternative Social Studies A, Alternative Social Studies B, Language Arts 2 B, Math 2 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7705	Repka, Royce P.	Principal (PK-12) - Issued 7/01/2010 valid for 8 years of service; Math (7-12) - Issued 7/1/2010 valid for 8 years of service	Teacher - Secondary	Algebra 1 B, Consumer Math B, Independent Study - STEM	Please see "Reach Hours Worked" spreadsheet	100%	0%
7271	Rhodes, Lindsey J.	Biology - Issued 6/1/11 valid for 6 years	Teacher - Secondary	Biology A, Biology B, Honors Biology A, Honors Biology B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
6541	Ritchie, LeeAnn B.	Principal (PK-12) - Issued 7/1/10 valid for 99 years (retired from state system); English (7-12) - Issued 7/1/2010 valid for 99 years (retired from state system) Supervisor Curriculum and Instruction (PK-12) - Issued 7/1/10 valid for 99 years (retired from state system)	Asst Principal II	Principal	Please see "Reach Hours Worked" spreadsheet	100%	0%
7447	Roman, Stacey L.	School Counselor (PK-12) - Issued 6/1/2015 valid for 6 years of service	School Counselor	Counseling	Please see "Reach Hours Worked" spreadsheet	100%	0%
7531	Romanchick Jr., Thomas J.	Grades 4-8 (All Subjects 4-6, Math 7-8) - Issued 6/1/17 valid for 6 years	Teacher - Secondary		Please see "Reach Hours Worked" spreadsheet	100%	0%
7258	Sayers, Jennifer L.	English - Issued 5/5/2013 valid for 6 years	Teacher - Secondary	English 10 B, Honors English 10 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7238	Schaeffer, Deborah J.	Elementary (K-6); Ment and/or Phys Handicapped (K-12) - Issued 2/1/15 valid for 6 years	Teacher - Special Edu	Language Arts 7 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6485	Scheib, Eric J.	Safety Ed/Driver Education (7-12) Issued 7/1/12 - Valid for 6 years of service Social Studies (7-12) Issued 12/1/97 - Valid for 6 years of service	Teacher - Secondary		Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7485	Schlosbon, Sarah M.	Grades 4-8 (All Subjects 4-6, English Language Arts and Reading 7-8) - Issued 8/1/16 valid for 6 years	Teacher - Secondary	Language Arts 7 B, Language Arts 8 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7461	Schuster, Andrea A.	Elementary (K-6) - Issued 6/1/12 valid 6 years	Teacher - Secondary	Essential Math 6 B, Math 6 A, Math 6 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7697	Schwarz, Julie J.	All Subjects (4-6), (4-8); Science (7-8); English Language Arts and Reading (7-8) - Issued 9/1/2014 valid for 6 years of service	Teacher - Secondary	Language Arts 6 B, Language Arts 7 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6486	Shaffer, Kari R.	Early Childhood (N-3); Elementary (K-6) Issued 6/1/11 - Valid for 6 years of service	Teacher - Elementary	Discovering Music I, Essential Math 4 B, Gifted and Talented Language Arts 4 B, Gifted and Talented Math 4 B, Gifted and Talented Science 4 B, Language Arts 4 B, Math 4 B, Pennsylvania State History 4, Science 4 B, Skills for Success, Social Studies 4 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6487	Shields, Rebecca A.	Health & Physical Educ (PK-12); Elementary & Secondary School Counselor (PK-12) Issued 07/01/2017 - Valid for 6 years	Teacher - Secondary	Health and Physical Education 6, Health and Physical Education 7, Health and Physical Education 8, Health, Fitness, and Nutrition B, Physical Education	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
6523	Smith, Cody J.	Social Studies (7-12) Issued 5/1/2011 - Valid for 6 years of service	Teacher - Secondary	CR World History A, CR World History B, Getting Started in Connections Academy (3-8), LEAP, Skills for Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
6560	Smith, Grace E.	English (7-12) Issued 1/1/2013 - Valid for 99 years	Teacher - Secondary	CR English 9 A, CR English 9 B, English 11 B, Honors English 11 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7580	Smith, Michelle L.	Secondary School Counselor - Issued 5/1/2010 valid for 8 years of service	School Counselor		Please see "Reach Hours Worked" spreadsheet	100%	0%
7568	Snead, Toshia K.	Elementary (K-6); Early Childhood (PK-3); Special Education (PK-12) - Issued 6/1/16 valid for 6 years	Teacher - Special Edu		Please see "Reach Hours Worked" spreadsheet	100%	0%
7287	Snover, Eileen	ESL (PK-12) - Issued 5/1/2010 valid for 99 years; English (7-12) - Issued 5/1/10 valid for 99 years	Teacher - Secondary	EL Support Elementary Intermediate A, EL Support Elementary Newcomer A, EL Support Secondary Intermediate B, SuccessMaker Reading (K-5)	Please see "Reach Hours Worked" spreadsheet	100%	0%
7344	Spofford, Kristin	N/A	Admin	N/A	704	N/A	N/A
6488	Stanalonis, Melissa S.	Biology (7-12); General Science (7-12) Issued 8/1/95 - Valid for 99 years	Teacher - Secondary	Biology A, Chemistry B, Honors Chemistry B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7503	Starr, Julia	Biology (7-12); Special Education (PK-12); Mid-Level Science (6-9) - Issued 1/1/11 valid for 99 years	Teacher - Special Edu	Biology B, English 9 B, Skills for Success	Please see "Reach Hours Worked" spreadsheet	100%	0%
7724	Stevens, Abigail	N/A	Admin	N/A	304	N/A	N/A
7695	Stewart, Diane E.	Health & Physical Education; Math (7-12) - Issued 7/1/2010 valid for 8 years of service	Teacher - Secondary	Math 6 B, Math 7 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6734	Stroup, Lauren	Special Education (PK-8); Early Childhood (PK-4) Issued 5/1/15 - Valid for 6 years of service	Teacher - Special Edu	Essential Math 4 B, Headsprout Early Reading, Language Arts 1 B, Language Arts 4 B, Math 1 B, Math 4 B, Math-Whizz	Please see "Reach Hours Worked" spreadsheet	100%	0%
6490	Swan, Jane M.	Principal (K-12) - Issued 11/01/13 valid for 99 years; English (7-12) - Issued 6/1/06 valid for 99 years	School Leader	School Leader	Please see "Reach Hours Worked" spreadsheet	100%	0%
7273	Sweigart, Raelee L.	Math (7-12) - Issued 9/1/2015 valid for 6 years	Teacher - Secondary	Algebra 1 A, Independent Study - STEM	Please see "Reach Hours Worked" spreadsheet	100%	0%
7340	Swope, Alicia D.	Principal (K-12) - Issued 5/1/15 valid 99 years; Elementary (K-6); Mid-Level Math (7-9) - Issued 5/1/15 valid for 99 years	Teacher - Elementary	Essential Math 5 B, Gifted and Talented Science 5 B, Math 5 A, Math 5 B, Science 5 B, Skills for Success	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
6969	Talipan, Toni M.	Elementary (K-6); Early Childhood (N-3) - Issued 11/1/2010 valid for 6 years	Teacher - Elementary	Elementary Sign Language, Experiencing Music I, Headsprout Early Reading, Language Arts 1 A, Language Arts 1 B, Math 1 A, Math 1 B, Math-Whizz, Science 1 B, Social Studies 1 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7698	Testa, Bradley C.	Principal (PK-12); Superintendent (PK-12) - Issued 8/1/2015 valid for 6 years of service; Social Studies (7-12) - Issued 8/1/2015 valid for 6 years of service	Asst Principal I	Independent Study - STEM	Please see "Reach Hours Worked" spreadsheet	100%	0%
6492	Titzel, Christine	N/A	Admin	N/A	776	N/A	N/A
7286	Thompson, Kimberly R.	Elementary (K-6); Ment and/or Phys Handicapped - Issued 6/1/10 valid for 99 years	Teacher - Special Edu	Special Ed	Please see "Reach Hours Worked" spreadsheet	100%	0%
6494	Tomassone, David A.	All Subjects (4-6); Math (7-8) Issued 6/1/14 - Valid for 6 years of service	Teacher - Secondary	Algebra Readiness (Pre-Algebra) A, Algebra Readiness (Pre-Algebra) B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6879	Trostle, Jeremy A.	Elementary (K-6); Special Education (PK-12) - Issued 6/1/13 valid for 6 years of service	Teacher - Special Edu	Science 7 B, Science 8 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7234	Uniacke, Brian C.	Social Studies (7-12) - Issued 6/1/15 valid for 6 years	Teacher - Secondary	American Government B, Honors American Government B, World History B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7639	Vernouski, Jessica A.	Elementary (K-6); Special Education (K-12); English (7-12) - Issued 1/1/2016 valid for 6 years of service	Teacher - Elementary	Gifted and Talented Language Arts 5 B, Language Arts 5 B, Skills for Success, Social Studies 5 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7767	Villafane, Tiayra	N/A	Admin	N/A	120	N/A	N/A
6987	Vitorio, Lauren M.	Early Childhood (PK-4); Special Education (PK-8) - Issued 6/1/14 valid for 6 years	Teacher - Special Edu	Language Arts 3 B, Language Arts K B, Math 3 B, Math K B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7565	Vukmanic, Jill A.	Elementary (PK-5) - Issued 5/2/11 valid for 6 years	Teacher - Elementary	Elementary Sign Language, Gifted and Talented Language Arts 5 B, Language Arts 5 B, Skills for Success, Social Studies 5 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6925	Wagner, Nancy E.	Elementary (K-6); Mid-Level Science (7-9); Mid-Level Mathematics (7-9) - Issued 8/20/2016 valid for 99 years	Asst Principal I	Asst Principal	Please see "Reach Hours Worked" spreadsheet	100%	0%
7322	Webb, Judith	N/A	Admin	N/A	772	N/A	N/A
7026	Weirich, Stephanie E.	Principal (PK-12) - Issued 7/1/15 valid for 5 years; Elementary (K-6); Mid-Level Mathematics (6-9); Mid-Level Science (6-9); Mid-Level English (6-9) - Issued 7/1/15 valid for 99 years	Teacher - Secondary	Gifted and Talented Science 7 B, Science 7 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
6493	Wiedman, Erik A.	Elementary School Counselor (K-6); Secondary School Counselor (7-12) - Issued 4/1/13 valid for 6 years of service	School Counselor	Freshman Success	Please see "Reach Hours Worked" spreadsheet	100%	0%

Staff #	Name of Employee (List in alpha. Order)	All areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified
7233	Williams, Anita	Elementary (K-6); Early Childhood (N-3) - Issued 6/1/2010 valid for 6 years	Teacher - Elementary	Elementary Sign Language, Language Arts 1 B, Math 1 B, Science 1 B, Social Studies 1 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7566	Ziegler, Brook	Grades 4-8 (All subjects 4-6, Mathematics 7-8); Grades 4-8 (All subjects 4-6, Social Studies 7-8) - Issued 1/1/14 valid for 6 years	Teacher - Secondary	Social Studies 7 B, Social Studies 8 B	Please see "Reach Hours Worked" spreadsheet	100%	0%
7366	Zimmer, Ashley N.	Elementary (K-6) - Issued 6/1/10 valid for 99 years	Teacher - Elementary	Elementary Sign Language, Experiencing Music I, Language Arts 1 A, Language Arts 1 B, Math 1 A, Math 1 B, Science 1 A, Science 1 B, Social Studies 1 A, Social Studies 1 B	Please see "Reach Hours Worked" spreadsheet	100%	0%

Connections only tracks hours worked for hourly employees, however a breakdown of PTO requests and balances for salaried employees is provided as a supplemental spreadsheet with the information regarding hours worked in Appendix D.

II.A.7 If not currently meeting the requirement that 75% of its professional staff hold appropriate certification, how will the school meet this requirement? Discuss how the cyber charter school meets the requirements for “Highly Qualified” teachers.

Reach is currently meeting the requirement that 75% of its professional staff hold appropriate certification. Currently, 99.16% of Reach professional staff are certified and 97.3% of teachers hold appropriate certification. All Administrators are certified as well.

II.A.8 Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively. Describe the professional development that is in place to support teachers so that more students are meeting the standards. Describe why this professional development was selected and how it relates to the overall cyber charter school mission and student outcomes.

During the 2016-2017 and 2017-2018 Reach was provided with operational training and professional learning opportunities to support their professional development. In 2016-2017 new teachers had access to operational training which focused on helping them understand how to use Connexus to complete timely tasks to support student learning throughout the school year while returning teachers had access to at least 10 hours of professional learning to help them develop instructional strategies to improve student performance in a virtual environment. In 2017-2018 all teachers at Reach had access to both operational training and at least 10 hours of professional learning.

General professional learning overview catalog for 2018-19 is provided in Appendix E.

Figure 20 shows the 2017-18 professional learning activity/course name and the hours provided.

Figure 20. Professional Learning and Hours

Course/Activity Name	Total Clock Hours
Bloodborne Pathogens	1
Preventing Workplace Harassment	2
Educational Data Protection	.50
Professional Learning Series	1
Connexus and Curriculum Review	2
Students in Distress	2
Internet Safety	4
Foundations of Instruction	3
Accessibility for All	1
Live Lesson Overview	2
RTI	1
New Hire Orientation	7
Escalation Training	1
Students in Distress	1
DIBELS Next Training	5
End of Year PD	6
PL 107	1.5
Advancing your Online Instruction	1
School Attendance	0.5
Practice and Re-teaching	1.5

Course/Activity Name	Total Clock Hours
PL 104	1.5
Advancing Online Instruction	1
Study Island Training	1
PSSA Staff Training	1.5
Feedback and Engagement	1.5
RTI Training	1
Teaching in a Virtual Environment	1
Teach Like a Champion	1
Differentiation for ELL	1
Supplementary Aids and Services	1
Power of Vocabulary Building	2
New Teacher Series	1
Students in Distress	1
Connecting Students and Teachers	1
Online Practice	1
Supervision and Student Support	1.5
Bringing Life to Science	1
Socialization and Connectedness	1
Homeroom Progress Report Training	1
Attendance Policy Training	1
STEM Talent Network	1
New Teacher CBA	1
Homelessness Training	1
STEM Talent Network	1
Internet Safety	5.5
Foundations of Instruction	3
Curriculum Overview	3
Accessibility for All	1
Live Lesson Overview	2
Preventing Workplace Harassment	1
Students in Distress	1.5
Educational Data Protection	0.5
PSSA Staff Training	1.5
I Safe	1
We DIBELED, Now What?	1
Health Habits in the Workplace	1.5
K-8 Teacher/Promotion/Retention	1
Using Break Out Rooms	1
Annotated Reevaluation Report	1
Use ID and Caseload Training	1
Legislation Impacting Secondary	2

Course/Activity Name	Total Clock Hours
NOREP/PRN	1
DIBELS Training	5
Shared Responsibility of the Team	1
Escalation at Reach	0.5
Connecting Students and Teachers	2
Supervision and Student Support	1.5
Co Teaching Training	1
DORF and DAZE	1.5
Study Island Training	1
Learning Outcomes with Meaning	1
Foundations of Instruction	8
Youth Mental Health First Aid	8
Guiding Students with Differences	1.5
Suicide Prevention	1
Drug Use and Abuse	1
Brain Development	1
Helping Students with Special Needs	1
Supporting Homeless Youth	1
Progress Report Training	1
Practice and Re-teaching	1
Feedback and Engagement	1
Creating/Sustaining Strong Systems for Special Education	12
Section 504-What Administrators Need to Know	3
Indicator 13: Transition	2
Implementing Culture Responsive Practices	3
Legislation Impacting Secondary Transition	2
IDEA and Charter Schools-Advanced Topics	5
Preparing Transition Age Youth with Autism for Employment-Train the Trainer Sessions	9
Supplementary Aids and Services	1
504 Training	1
Co-teaching: First day Jitters, nuts and bolts of a successful partnership	1
LEA training: The "Ins and Outs" of the IEP Meeting	1
Accommodations and Modifications for students with IEPs and 504 Plans	1

TRAINING AND DEVELOPING TEACHERS

Connections provides robust training and professional development for school leadership and teachers. Training is integrated into the Connections program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services.

Teachers benefit from ongoing and effective professional growth. The training begins with an initial teacher orientation course and several days of face-to-face pre-service training. Teachers build a strong foundation for teaching in the online environment with student success as a focus. Professional learning communities, nationally facilitated professional learning sessions, and weekly teacher updates via *The Scoop* keeps teachers up-to-date and on the road to being experts in online learning. Reach teachers also have access to the New Teacher Training Series which helps them to understand the how and why of completing key school year cycle tasks to support student learning and performance.

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.

Teacher professional development is critically important in ensuring that the staff is optimally effective at teaching in an online environment and addressing the PA Academic Standards in their daily instructional practice. The school uses the *National Standards for Quality Online Teaching* published by the International Association for K-12 Online Learning (iNACOL)^[2] and the Connections *Core Standards for Facilitating Student Learning*, as guides for pinpointing necessary teacher skills and professional development requirements.

The Connections Professional Development team focuses on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive multi-year professional development plan. The Professional Development team provides educators with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. In addition, Connections supports specific professional development needs as determined by the Principal and in alignment with school goals.

Professional Learning

Connections provides teachers with ongoing professional development activities monthly throughout the year. Teachers are required to attend sessions virtually on topics such as:

- Implementing specific research-based instructional strategies,
- Using effective teaching practices and communication skills for an online environment,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

Professional learning sessions include an evaluation survey to elicit teacher and administrator feedback. Professional Learning is:

- **Intensive** – Participants identify the purpose of educational practices and examine how they can be implemented in the online environment. Participants collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research are connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to Practice** – Following each session, participants apply what they have learned to their professional practice. They integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in an online environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days have a specific focus, additional professional learning support is available on a daily basis. Teachers have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. Reach receives multiple levels of support from Connections. Connections provides a team of specialists dedicated to meeting the needs of the school.

Foundations for Teaching at a School Supported by Connections

Research on effective professional development indicates that professional development must be 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.

Teachers are instructed on how to modify a course through teacher orientation. Connections provides intensive training to teachers and other school staff prior to and throughout the school year. Training sessions focus on the “how to” — the basic tools and skills that teachers need to know and understand in order to teach in an online environment, navigate Connexus (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. Before the start of each school year, all teachers complete the Teacher Orientation Course: Foundations of Instruction. This course is delivered through Connexus, and contains lessons, assessments, and links to online tutorials. This introductory course supports teachers in transitioning from a brick-and-mortar school to an online school and covers curriculum, assessment, personalizing instruction, school year events, grading, communication, and essential tools in Connexus to monitor and support student learning. Upon successful completion of these courses and assessments, teachers are ready to begin instruction. Teachers are expected to earn a grade of 80% or higher in this course.

Systemic Multi-Year Professional Development Plan

Beginning with the 2017-18 school year, and after completion of the foundational topics covered during the first year in 2016-17, teachers participate in Connections’ systematic multi-year professional development plan. Connections takes a “flipped learning” approach to professional development which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous professional learning session. This “flipped model” approach provides teachers with background on the session topic so that the actual session can focus on practice and application of

new skills and concepts. After each session, teachers upload an “artifact” to their professional learning e-portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders provide teachers with feedback on their artifacts following the sessions.

Descriptions of Professional Learning Sessions (PL 100, PL 200 and PL 300)

Second year teachers and new school staff participate in Connections’ Professional Learning (PL) 100 series which focuses on:

- Making connections with students, building a community of learners;
- Helping empower students to take ownership of their learning; and
- The importance of thinking critically and working collaboratively.

Training emphasizes the “instructional shifts” required to support the level of rigor demanded by the PA Academic Standards, next generation assessments, and college and career readiness expectations. During these professional learning sessions, teachers are placed into virtual groups (e.g., breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible.

Third-year teachers and school-based staff participate in the Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting 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.

In the PL 300 series, teachers of students in grades K-5 is grouped by grade band K-2 and 3-5 instead of by subject area since most teachers in these grades are teaching all subject areas. Reach Cyber Charter School also provides time during the PL 300 sessions to focus on specific content areas. The facilitator is able to guide discussions by asking targeted questions for content areas such as math and science. Teachers discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students

In addition to these required professional learning sessions, Connections also offers a number of “Optional Professional Learning sessions.” These sessions are available to all teachers who seek to expand their professional knowledge. Each topic is designed for specific content area teachers and grade level teams and includes strategies for effectively and actively engaging students in the learning process. These sessions are delivered synchronously but are recorded and available to any teachers that are not able to attend the session during the scheduled time.

Additional Professional Learning Resources

During the school year, ongoing professional development sessions are be offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leader and leadership team at Reach. In addition, these resources are available to all school staff to support their professional learning.

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and “how to” components that aid the teachers on a day-to-day basis. These “how to” components also have accompanying on-line tutorial segments that visually demonstrate each process.
- **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.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.
- **The Scoop:** All teachers receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.
- **Reach Induction Program:** Approved by the Reach Board of Trustees, The goals of the Reach Cyber Charter School Induction Program are to provide each inductee with a general orientation to Reach Cyber Charter School and to increase knowledge and teaching skills. General activities designed to develop and refine the professional knowledge and skills of inductees are presented by Reach staff at the two day orientation and two opening professional development days in August and throughout the school year. The orientation will include presentations on on-boarding, teacher expectations, observation and evaluation, and current issues in virtual education. Ongoing activities throughout the school year will focus upon activities deemed appropriate to train inductees regarding the working of Reach Cyber Charter School. Each inductee will also participate in Reach’s professional development plan and reflect on growth through the development of a professional portfolio. These and all professional development activities are then uploaded into the Pennsylvania Education Record Management System.

Monitoring Quality Teaching Practices

Administrators evaluate teachers while teachers are in synchronous LiveLesson sessions with students so they may be able to see/hear/experience the teacher’s classroom. These evaluations are conducted at least two times per year and are similar to observations that would occur in a brick-and-mortar school. Once completed, the administrators will meet with the teacher to review and discuss a detailed report which focuses on strengths, weaknesses, and what can be done to improve the lesson and delivery.

II.A.9 Does the cyber charter school have any union contracts with professional employees? If so, please attach.

No, the cyber charter school does not have any union contracts with professional employees.

II.B. FINANCIAL SOLVENCY

II.B.1 How frequently are the school budget and financial records reviewed by the Board of Trustees?

The Board of Trustees reviews the school budget at each regularly scheduled board meeting, including a budget forecast with the most recent month's financial data compared to the board-adopted budget for the school year. The months that do not have a scheduled board meeting, the financial records are reviewed the following month.

II.B.2 Who is responsible to review contracts, invoices and receivables, and who is responsible to sign checks? Has there been an independent audit performed each year of the charter? For each audit, if not previously submitted to the Department, attach with the Renewal Application.

Ultimately the Board is responsible for all contracts the school engages in. The School Treasurer and Business Manager have check writing responsibilities. Connections School Financial Services performs reviews and coding of invoices, and maintains accounts receivables (which are presented to the board at each meeting). An independent audit has been performed for the 2016-17 school year and has been submitted already. The 2017-18 audit has been performed and the report is expected to be made available by December 31, 2018.

II.B.3 Discuss the school's financial controls and procedures for the management of financial resources.

The Board maintains responsibility for ensuring that Reach meets all educational, fiscal, and programmatic goals outlined in the charter. The Board regularly reviews the services and sets expectations for reporting from Connections to the Board. Under the Statement of Agreement, Connections is subject to a performance review, conducted at the Board's discretion. The Board has the right to terminate its contract with Connections if performance obligations are not met and Connections is unable to cure such deficiency after being given reasonable notice, as more fully described in the Statement of Agreement.

COMPETITIVE PURCHASING PROCEDURE

Reach follows all financing procedures in Section 1725-A of the Charter School Law. Reach follows the requirements of the Charter School Law, specifically § 17-1715-A(10) charter school requirements for all construction projects and construction related work.

Reach adheres to or fall within the parameters of the following process:

- A. Seek informal price quotations on purchases that are under \$5,000 except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the school.
- B. Whenever possible, obtain three competitive price quotations on purchases that are over \$5,000 for a single item, or \$10,000 in aggregate.
- C. This does not apply to those purchases exempted from bidding requirement, as described in 16 Pa.C.S.A. sec. 1802(h).

II.B.4 Attach a copy of the most recent financial statement.

Please see a copy of Reach Cyber Charter School's most recent financial statement in Appendix F.

II.B.5 How many bank accounts exist for the cyber charter school? Provide bank locations, type of accounts and account numbers.

Reach has two bank accounts with PNC Bank located at 4245 Union Deposit Road, Harrisburg, PA 17111. The first account is a primary checking account and the number is 51-1615-9593. The second account is a money market and the account number is 50-0356-16.

II.B.6 If applicable, discuss and provide documentation regarding how any findings from any auditor general's report were addressed and resolved.

As there were no findings from auditor's report, this question is not applicable.

II.B.7 Explain how the cyber charter school commits resources in ways that ensure it achieves its mission.

The school routinely evaluates their initiatives to enable each student to maximize his or her potential and meet the highest performing standards. This is mission of the school. The most recent initiative includes increased staffing in multiple areas of instruction, including elementary, secondary, and special education programs, which results in reduced teacher student ratios to more favorable levels. Additional counselors, interventionists, school nurses, social workers, and administrative staff are also part of the initiative. Increased technological advances for both students and teachers have been planned, including the purchase of multi-touch tablets. As part of the curriculum, the school plans to increase hands on learning materials, especially for STEM-focused materials. All of these additional resources assist the school in fulfilling their mission and create students who are literate, articulate, mathematically competent, scientifically and technologically adept, and fosters an environment where students have the opportunity to develop their creative and physical abilities

II.B.8 What is the fund reserve balance as of the date of renewal application submission?

The fund balance as of 6.30.18 (which is the last financial statement issued) is \$4,469,350.32. \$137,044.83 has been board assigned for the specific initiatives described above in II.B.7 for use in fulfilling the school's mission.

II.B.9 Cut and paste (or recreate) the table below into your report in order to show how the charter has made investments over the last five years in staff and professional development, books, technology, and other supplies and in ways that are consistent with the cyber charter school's priorities as stated in the current charter agreement.

Figure 21 contains the requested table that shows investments made in the past two years.

Investment Area:	Year 1 (2016-17)	Year 2 (2017-18)	Year 3	Year 4	This year
Professional Development	\$58,804	\$211,500	N/A	N/A	N/A
Books	\$1,543,430	\$3,785,62	N/A	N/A	N/A
Technology	\$1,757,263	\$4,293,19	N/A	N/A	N/A
Other (specify)	N/A	N/A	N/A	N/A	N/A

Figure 21. Investments in the Past Two Years

II.B.10 Provide any other information or data that describes how resources have been used and/or leveraged to further the school's mission and support the school's unique design.

All major expenditures and planned use of resources for school initiatives are Board approved to ensure they are in line with the school's priorities. The Board makes fund allocation/reserves for school spending in accordance with their school mission. Specific allocations have been made to enhance the school's offering and delivery of STEM based learning opportunities and professional development has been provided to teachers to support those activities.

At the end of the school year, Reach used some of the board assigned funds to purchase STEM kits for their students. The STEM kits include items that can be used for hands-on STEM learning activities such as DC Motors, light bulbs, battery holders, duct tape, tweezers, pH paper, and pipettes, among many other items.

II.B.11 Will the school's facilities meet the needs of the school for the next five years? Provide addresses of all facilities, the ownership of each facility and the purpose for which each facility is used. Will the cyber charter school's administrative offices remain in the current facility? If not, describe where the cyber charter school's administrative office will be located and why the new location has been selected (if applicable)? Include valid certificates of occupancy for all new sites, if applicable.

The school's current facility meets the needs of the school for the next five years. The address is 750 E. Park Drive, Suite 204, Harrisburg, PA 17111. The building is owned by and managed by Union Deposit Corporation, who leases the facility that Reach uses. Reach uses the facility as the administrative and teaching offices for its school and school staff. The school's administrative offices remains at this current facility.

Connections is located at 10960 Grantchester Way, Columbia, MD 21044.

II.C. SCHOOL GOVERNANCE

II.C.1 Provide a list of board members who have served and the dates each has served since the cyber charter school’s inception. Discuss leadership changes on the board and in the school administration, and explain why those changes were effected.

Figure 22 details the Board members and their years of service.

Name	Role	Founding Board	2016-17	2017-18	2018-19
David Taylor	Board President	Yes	Yes	Yes	Yes
Brian Leinhauser	Board Treasurer	Yes	Resigned January 2017	No	No
Joseph Harford	Board Secretary	Yes	Yes	Yes	Yes
Paul Donecker	Board Member	Yes	Yes	Yes	Yes
Gail Hawkins-Bush	Board Member	Yes	Yes	Yes	Yes
Dr. Alex Schuh	Board Member	Yes	Yes	Yes	Yes
Dave Biondo	Board Treasurer	No	No	Yes	Yes

Figure 22. Board Members

The only change to board leadership was the transition of Board Treasurer. The Founding Board Treasurer left the board and a new board member with financial expertise was seated and elected board treasurer. Jane Swan has been the school leader since the opening of Reach Cyber Charter School. The school’s leadership team has grown due to increasing student enrollment, but none of the school’s leadership team has left the school.

II.C.2 If the cyber charter school utilizes an external management organization, describe how that relationship has functioned over the course of the charter and provide any changes to the management agreement that were not previously provided to the Department.

- Describe and discuss how the board has held the external management organization accountable for measurable results.
- Include as appendices and discuss evaluations of the management organization conducted by the board and any relevant reports from the management organization to the board.

Connections will be responsible for implementing the educational program. Therefore, the Board will hold Connections accountable for helping Reach achieve the goals listed in Section 1.C.1 and Future Plans of this application.

The Board is independent from Connections and has complete legal, fiduciary, and oversight authority of Reach. The Board is responsible for the contractual relationship with Connections. The Board has and will regularly review services received from Connections. Connections will be responsible for reporting to the Board and will be answerable to the Board. Furthermore, the Board will conduct an annual review of Connections. The design, performance criteria, and methodology will be developed by the Board in consultation with Board Counsel.

While the evaluation is conducted annually, feedback from the Board, the Principal, and interested parties is expected to be received by Connections on a routine and as needed basis to address the needs of the school and ensure the needs of the students are being met in a timely and thorough manner.

The Board has the right to terminate its contract with Connections if it does not meet its performance obligations and is unable to cure such deficiency after being given reasonable notice.

The Board evaluates Connections on an annual basis. The evaluation will include a review of Connections in the following areas: Educational Program, Technology, School Support Services, and Board Support Services at a minimum.

The Board and school leadership will continually assess the performance of Connections through review of monthly reports from Board meetings, review of yearly academic progress data (School Performance Profile, PSSAs, PVAAS, review of compliance related information (e.g., cyclical monitoring, Annual Report submission, etc.), independent annual audits, strategic planning through Board retreats, among other assessment methods.

We provide the EMO evaluation in Appendix L.

II.C.3 Provide clear explanations and evidence of how the cyber charter school has complied with requirements and regulations in each of the following areas. Address any complaints and corrections made regarding compliance in each area.

- *Special Education Students*
- *English Language Learners*
- *Administration of the PSSA*
- *Health and Safety Requirements*

Special Education Students

Special Education explanation can be found in response to question I.A.4 starting on page 13.

Reach was monitored by The Bureau of Special Education in the Pennsylvania Department of Education to ensure federal and state compliance with regulations for improving student outcomes for all students. This routine monitoring was conducted onsite by a team led by Ms. Jessica Keener-Haas, Special Education Adviser.

ICAP Reflection:

- Reach replaced leadership with a 20 year veteran leader in PA, as Director of Special Education.
- Reach administration met monthly with Jessica Keener-Haas, the PDE Special Education Adviser to review progress
- Latest progress: all but two student files are complete
- Some policies and procedures have been updated as well as training plans created
- 12 files for newly identified students are being gathered for upcoming school year review process

FSA:

- Personnel Training plan created on 6/18 and provided to PDE on 7/10
- Working on Assistive Technology and Transition with Deb Evans from CAIU

English Learners

English Learners explanation can be found in response to question I.A.4 starting on page 31. No complaints have been filed.

Administration of the PSSA

Reach is dedicated to meeting and exceeding all of Pennsylvania's goals and grade level requirements. Reach understands its obligation to participate in the required system of assessment and accountability for Pennsylvania, and is fully committed to complying with applicable assessment requirements, consistent with law and relevant policies. At in-person, proctored locations, students participate in proficiency tests such as the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and the Pennsylvania Alternate System of Assessment (PASA). Results of these assessments are reported through the PDE as well as communicated directly to parents. The Principal also includes the results of the state mandated testing in the evaluation of the school's overall performance and in its reports to the Board and the PDE.

Administration of the PSSA: Reach provided testing locations around the state to allow for easy access to test site facilities for all enrolled students and tested students with a PDE approved alternative assessment schedule. Staff completed all required training via the Pennsylvania State Test Administration Training site and were provided specialized training by Reach Special Education staff to administer approved accommodations during testing. Students opting out due to religious exemption completed all required documentation which is stored at the Reach office. During the 2016-2017 PDE site visit the following items were listed as needs improvement; Reach addressed and corrected all areas in the 2017-2018 testing window (listed below).

A plan for extended time for PSSA: Reach secured additional testing rooms at all testing locations to allow students to utilize extended time as needed.

Students must sit quietly after testing: Test proctors will inform students prior to testing they must remain quiet and monitor them after testing only allowing reading for pleasure when testing is complete. All prohibited content related materials must be covered or removed: All materials on walls will be removed or covered prior to student arrival.

Test session information must be posted on chalkboard or dry erase board during each individual testing session: Test proctors will write the following information in a visible place for all students to see. A plan for ensuring no unauthorized visitors are in the test sites during assessment activities: All classrooms/testing rooms will be locked when testing is not occurring.

Students logged in and reviewed a question prior to starting a session: Reach staff monitor and immediately stop and report any such issues.

Health and Safety Requirements

Reach has implemented processes and procedures in order to comply with state and federal law surrounding requirements pertaining to Health and Safety (H&S); the school will continue to review and expand its H&S program as necessary. To date, the school is unaware of any complaints or necessary corrections as result of H&S issues.

Reach believes that it is compliant in the area of H&S. Examples of compliance include:

- 1) The collection of all required medical documentation (e.g., TB test, medical exam, etc.) from staff
- 2) School staff partake in annual H&S trainings, including Bloodborne Pathogens training
- 3) The school employee handbook contains a "Workplace Safety and Security Policies" section for staff review and acknowledgement
- 4) All incident reporting forms are made available to staff, and all required OSHA filings are submitted annually

Emergency Closure Plans

If Reach's office closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" WebMail message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services. Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the state and country where conditions may be different from those in the local school office location. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa. Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should still plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

II.C.4 Describe how the Sunshine Notices are provided for all public meetings and how parents are involved in board meetings.

OPEN MEETINGS ACT

At the beginning of the school year, the Board Meeting Schedule is posted in the newspaper, at the school, and on the web site. The agenda for each meeting is posted at the school and on the web site at least 24 hours prior to the meeting. Parents (the public) are invited to attend the Board of Trustees meetings. The Board meets at least eight times per year, but meets more often if needed to conduct school business in a timely fashion. The regular Board meetings are typically held at the school site and according to the schedule that is set by the Board at their Annual Meeting and as set forth in the Open Meetings Act annual resolution. All public board meetings are advertised as mandated by law in publications of general circulation at the beginning of each school year and posted on the school's website. Board members are allowed to attend telephonically, according to the limitations of the Open Meetings Act. The agenda for all meetings is posted at the location of the meeting in accordance with Open Meeting laws and is also posted on the school's website or any other location identified in the annual resolution to ensure reasonable notice to the public and the school's constituency. The public can directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon advance request in a manner set by the Board. All Board members are provided training on compliance with the Open Meetings Act.

III.OVERALL SCHOOL DESIGN

III.A. COMMUNICATIONS TO PARENTS AND COMMUNITY

III.A.1 How is the school accountable to parents and the community? Provide examples of communications, outreach, marketing of the cyber charter school, etc.

Parents and the community are crucial to the operation of the school. The school takes full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas. Reach holds

REACH BACK TO SCHOOL DAYS FOR 2018-19

Friday, 9/8 Harrisburg – Reach Cyber Charter School

Tuesday, 9/12 Philadelphia – The Franklin Institute

Thursday, 9/14 Allentown – Da Vinci Science Center

Tuesday, 9/26 W-B Scranton – Penn State Wilkes-Barre

Wednesday, 9/27 Presque Isle - Tom Ridge Environmental Center

Thursday, 9/28 Pittsburgh – Carnegie Science Center

ACCOUNTABLE TO THE PARENTS AND THE COMMUNITY

As mentioned in Section I, we provide StarTrack Surveys, end of course surveys and parent satisfaction surveys. In addition, Reach Title I Planning Committee Meeting presentation is provided in Appendix P.

StarTrack Surveys

Student, parent, and teacher input are gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback is examined carefully and acted upon by school staff and by Connections. Since the StarTrack rating tool was launched, parents and students in schools supported by Connections have provided more than one million lesson ratings. For the 2017-18 school year, 1,107,974 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.31 out of five stars

End of Course Surveys

Connections' End of Course surveys provide students with an opportunity to reflect on their experience taking the courses. The surveys provide teachers and Connections staff with critical feedback to improve instruction, and courses. The surveys also provide valuable information about how students feel about their own learning.

The surveys consist of questions rated on a Likert scale and free response questions. The surveys are divided into the following topic areas:

- **My Course:** Students comment on the course material and assessments.
- **My Teacher:** Students comment on the instructional practices of their teacher.
- **My Learning:** Students reflect on their own learning style and degree of engagement in the course.

There are separate surveys for grades K-2, 3-5, and 6-12. Surveys are administered online via a web-based survey tool. Student responses to surveys are anonymous. Students complete one set of survey questions for each course they are in and surveys are conducted near the middle of the year and at the end of the school year. Teachers can use results to inform their teaching practices. Results at the course level are used to help drive improvements in course content.

Parent Satisfaction Surveys

Connections has a proven record of success in collaborating with public cyber schools, consistent strong ratings from parents, proven acceptance of students to highly regarded colleges and universities, positive relationships with strong governing boards, and passionate testimonials from families about their successful experiences. Figure 24 shows the results of an independent survey conducted in January 2018 of families in Reach Cyber Charter School.

PUBLICIZING THE SCHOOL

Reach publicizes to attract a sufficient pool of eligible students, including students with special needs and EL students in the following ways. Marketing includes broad reach media channels covering all geographies as well as reaching out to diverse students and families in the state.

Direct mail: Reach Cyber conducts direct mail campaigns announcing the school to families with students throughout Pennsylvania. In a typical mailing, a postcard is sent out inviting parents to attend an Information Session, visit the website, and/or contact the call center.

Website: Connections maintains the Reach Cyber website. The website contains information about Reach, its approach, its curriculum, and FAQs and their answers. The site also includes enrollment information and procedures, information sessions schedules, and other useful tools for prospective students and their families.

Media outreach: Reach continues to make use of diverse paid and online media. Reach also uses non-paid/earned media, primarily to shape public opinion, raise awareness of the school and share family/school news.

Referrals/word of mouth: As Reach continues to grow, it anticipates that an increasing number of families who come to the school enroll due to positive feedback received from their friends, community members, traditional school leaders and family.

Search engines and social media: Reach is linked to leading Internet search engines with local reference capability to help Pennsylvania families looking for a cyber school option to find this high quality school. In addition, Reach benefits from Facebook, Twitter, and other social media outreach conducted by parent advocates.

Connexus allows for accurate collection and analysis of the school’s demographic data. The data collected in this way is used to generate reports for the Board and the PDE. It may also be used to evaluate and modify the school’s outreach and recruiting strategies when necessary. The Board and all school staff focuses on accountability and abide by student data privacy laws and regulations. Figure 23 provides a sample calendar of recruitment activities. The calendar is revised and finalized once the school is renewed.

Figure 23. Calendar of Recruitment Activities

Recruitment Activities Calendar	
August 2018 – January 2019	<ul style="list-style-type: none"> • Work with Connections to select locations and finalize schedule of activities • Back-to-school events, Information Sessions hosted at locations throughout the state and/or Virtual Information Sessions provided online
January 2019	<ul style="list-style-type: none"> • PDE approves charter application
March 2019	<ul style="list-style-type: none"> • Pitch stories and promote school renewal through media outreach • Email and call prospective families • Mail postcards to prospective parents • Maintain school’s Facebook page to expand awareness and inform families about Reach’s positive school experience
April 2019	<ul style="list-style-type: none"> • Launch advertising campaign (national cable and online) • Email and call prospective families • Pitch stories and promote information sessions through local media • Begin information sessions (online and in-person)
May 2019	<ul style="list-style-type: none"> • Continue awareness-building campaigns and activities • Email and call prospective families • Attend targeted community STEM-focused events • Pitch stories and promote information sessions through local media • Continue information sessions (online and in-person)
June 2019	<ul style="list-style-type: none"> • Continue awareness-building campaigns • Email and call prospective families • Attend targeted community STEM-focused events • Pitch stories and promote information sessions through local media • Continue information sessions (online and in-person)
July 2019	<ul style="list-style-type: none"> • Continue awareness-building campaigns • Email and call prospective families • Pitch stories and promote information sessions through local media • Continue information sessions (online and in-person)
August 2019	<ul style="list-style-type: none"> • Continue awareness-building campaigns • Email and call prospective families • Pitch back-to-school stories and promote information sessions through local media • Back-to-school parties • Continue information sessions (online and in-person)
September 3, 2019	<ul style="list-style-type: none"> • First Day of School
September 2019	<ul style="list-style-type: none"> • Continue awareness-building campaigns • Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions

Recruitment Activities Calendar	
October 2019	<ul style="list-style-type: none"> Email and call prospective families Pitch stories promoting school staff and interesting family stories to local media Continue online information sessions
November 2019	<ul style="list-style-type: none"> Email and call prospective families Pitch stories promoting school staff and interesting family stories to local media Continue online information sessions
December 2019	<ul style="list-style-type: none"> Email and call prospective families Pitch stories promoting school staff and interesting family stories to local media Continue online information sessions
January 2020	<ul style="list-style-type: none"> Email and call prospective families Pitch stories promoting school staff and interesting family stories to local media Continue online information sessions Build local content on website (student and staff profiles)
February 2020	<ul style="list-style-type: none"> Finalize strategy and communications plan for awareness-building campaigns for the 2020-21 school year Email and call prospective families Pitch stories promoting school staff and interesting family stories to local media Continue online information sessions
March 2020	<ul style="list-style-type: none"> Email and call prospective families Mail postcards to prospective parents

III.A.2 Provide evidence that the Board of Trustees has been responsive and effective as a governing entity. Discuss how formal complaints have been investigated and resolved. Provide specific examples of governance issues and how they have been resolved.

The Board has not received any formal complaints, there are policies and procedures in place to handle in the event one is received.

III.A.3 Describe the composition of the cyber charter school’s governance structure, specifying how it includes parents and the community. Be specific about how the board is accessible and accountable to parents. Include dates, times and agendas of important parent meetings or events and include copies of sign-in sheets for the session.

The Pennsylvania non-profit corporation, Reach Cyber Charter School, holds this charter and governs the school and holds the charter. Reach is incorporated as an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. As public officials, members of the Reach Board of Trustees are subjected to the provisions of the Public Official and Employee Ethics Act, 65 P.S. §1101-1113 (“Ethics Act”) and files Statements of Financial Interest & Code of Conduct by May 1 each year. In addition, as members of the Board of Trustees has legal obligations under the Charter School Law and the Public School Code. The Reach Board of Trustees is a good and effective steward of public money and provide independent governance of the school’s administrators.

Reach is capable, in terms of support and planning, to providing comprehensive learning experiences to all its students as an independent public school operating as a non-profit entity with an established and effective Board of Trustees. As evidenced in this application and appendices, the Board has real and substantial authority over educational decisions, the operations of the school, and staff, including teachers.

MAKEUP OF THE BOARD

The Board members are parents, educators, and business and community leaders who are committed to bringing an innovative cyber charter school for students in grades K-12 to Pennsylvania. Current Board members have unique skills and expertise in cyber education, technology, internal controls, and financial analysis. Additionally, at least one parent of an enrolled student is recruited to join the Board. These qualifications help ensure the success of the school and the effective representation of key stakeholders.

NAMES OF THE FOUNDERS AND THEIR BACKGROUND AND EXPERIENCE

The Board consists of six members currently. Each Board member brings unique skills and expertise to support Reach and make decisions regarding the operation of the school, including budgeting, curriculum, and operating procedures. Reach is a statewide school and as such the Board members have community ties across the state.

- **David Taylor, Board President:** Mr. Taylor is Executive Director and First Vice President of the Pennsylvania Manufacturers' Association (PMA), a statewide trade organization representing the interests of manufacturers in the state's public policy process since 1909. Mr. Taylor is a 1990 graduate of Dickinson College, where he earned Bachelor of Arts degrees in History and Dramatic Arts. He previously worked for the Research Department of the Republican National Committee in Washington D.C., the late state Sen. John J. Shumaker (R-Dauphin), and the Pennsylvania Leadership Council.

Immediately prior to joining PMA in 1997, he worked in the Washington D.C. office of U.S. Sen. Rick Santorum (R-Allegheny), where he served as the staff writer for issues before the U.S. Senate Armed Services, Foreign Relations, Intelligence, and Veterans' Affairs committees.

Mr. Taylor serves on the boards of directors of the Pennsylvania Manufacturers' Association, the Lincoln Institute for Public Opinion Research, the Pennsylvania Leadership Council, the Foundation for Free Enterprise Education, the Pennsylvania eCommerce Association, and the Pennsylvania Business Council Education Foundation. Since 2010, Mr. Taylor has represented the northeast U.S. on the board of directors of the Conference of State Manufacturers Associations. He is also an Advisory Committee member of the Pennsylvania Steel Alliance.

In 2012, Pennsylvania Governor Tom Corbett appointed him to the Governor's Manufacturing Advisory Council. In 2006, the Central Pennsylvania Business Journal named him one of the "Top Forty under 40" business leaders. In 2002, he was appointed by President George W. Bush to serve on a review panel for the U.S. Office of Personnel Management's Presidential Rank Awards program.

In the community, Mr. Taylor serves as President of Gamut Theatre Group, home of the Harrisburg Shakespeare Company and Popcorn Hat Players Children's Theatre. He is also a member of Central Pennsylvania MENSA.

- **Dave Biondo, Board Treasurer:** David Biondo is a Financial Advisor and Lead Advisor for The McCormick Group with Northwestern Mutual in York, PA. Dave advises new and existing clients in the areas of risk management, wealth accumulation, and preservation & distribution strategies. He also oversees the investment services division for The McCormick Group, which includes securities selection, trading services, account processing, asset allocation strategies, etc. Dave has his PA Life, Accident, & Health insurance license as well as his Series 7 and Series 63 investment licenses. He is currently pursuing his RICP designation (Retirement Income Certified Professional) and will then pursue his CFP designation (Certified Financial Planner).

Dave previously worked for Commonwealth Connections Academy in Harrisburg, PA from August 2004 to August 2014. At CCA, Dave taught Middle School Social Studies during his first

year and then taught Middle School Mathematics throughout his remaining years at CCA. He held teaching positions of Program Teacher, Lead Teacher, and Master teacher during his tenure. In addition to teaching, he was also the Technology Coordinator for CCA-Harrisburg, where he was the local “tech guy.” He helped teachers and staff with technology issues, assisted the IT Staff in Baltimore with systems issues, and also had input and influence with the advancement of the use of technology by the school throughout his career.

Dave holds a Bachelor of Science in Elementary Education from Shippensburg University of Pennsylvania. He currently resides in the York, PA area with his wife, Sharon, and two children, Alaina (7) and Nathan.

- **Joseph Harford, Board Secretary:** Mr. Harford has over 14 years of experience as an IT data security consultant and business owner. As an entrepreneur, he grew a business from start-up to millions in annual sales through effective business planning, creative sales techniques, and innovation. He has expert knowledge and skills in all facets of Sales, IT Data Security, Enterprise Account Management, Strategic Alliances, and Dynamic Business Presentations. He is recognized by clients and colleagues as a consummate professional with a high degree of personal integrity. He is known for a passion for excellence, a talent for resourceful business solutions, and a capacity for motivational leadership. He has earned two degrees from Pennsylvania State University: a Bachelor of Science and a Master of Science. He is also currently enrolled as doctorate student at Penn State studying Workforce Education and Development.
- **Paul Donecker:** Mr. Donecker has earned several professional certifications including: a Supervisor School Psychological Services K-12, a School Psychologist K-12, and a Comprehensive Social Studies. He is a licensed psychologist by the Commonwealth. He previously worked in the School District of Lancaster for 37 years until retirement. He has taught a variety of subjects in the area of social studies. He has earned two degrees from Millersville University, a Bachelor of Arts and a Master of Science.
- **Gail Hawkins-Bush:** Ms. Hawkins-Bush is the Founder, President, and Director of the Overbrook Educational Development Corporation. This educational consulting firm collaborates with community organizations and public and charter schools to foster systemic school reform. She is the former Chief Administrative Officer of Hope Charter School founded by the Juvenile Justice Center and located in the West Oak Lane section of Philadelphia. Previously, Mrs. Hawkins- Bush held the position of Chief Operating Administrator and Director of the Alliance for Progress Charter School founded by the Women's Christian Alliance in North Philadelphia. Before this undertaking, she was Co-Director of the Philadelphia Education Summit, an initiative of former mayor Edward Rendell, former Mayor John Street (then City Council President) and Ernest Jones, President & CEO, Private Industry Council that was designed to involve the public in dialogue around systemic school reform and public engagement.

As a former consultant for the Philadelphia Education Fund and Temple University, she worked with numerous groups to develop and conduct programs that have benefited public schools in the North Philadelphia area. Mrs. Hawkins-Bush has completed all of the necessary coursework toward a Ph.D. in Urban Education and is a Doctoral Candidate at Temple University. Before returning to school to finish her Ph.D. studies, she was Dean of Student Services at Harford Community College in Bel Air, Maryland. Before this endeavor, she held three major positions at Community College of Philadelphia.

Ms. Hawkins-Bush is also a member of several organizations, such as The Coalition of 100 Black Women and the National Political Congress of Black Women and Blacks for Educational Options. She has received numerous awards, including the Image Award from the Black Women in Sports Foundation.

She attended Central State University in Ohio and Cheyney University in Pennsylvania where she earned a B. A. in Education. She also earned her M.Ed. in Counseling Psychology from Antioch University in Yellow Springs, Ohio. She received a Fellowship to the Graduate School of Education at Harvard University in Cambridge, Massachusetts where she was awarded a Certificate in Educational Administration.

- **Dr. Alex Schuh:** Dr. Schuh is the founder and Director of FRONTIER 21 Education Solutions, an education research and evaluation firm in Bala Cynwyd, PA. He is also a parent of a student who attends Reach. Dr. Schuh holds a Ph.D. in Educational Psychology from the University of Pennsylvania, where he studied in the Policy Research, Evaluation, and Methods program. His graduate work included policy research and evaluation, test construction and administration, collaborative learning, and uses of computer media for learning. Dr. Schuh earned his B.A. from Yale University in Anthropology.

Dr. Schuh is an experienced educational evaluator, directing evaluation research projects for a wide variety of government agencies, schools and community based organizations. He has conducted both qualitative and quantitative evaluations of many local and national education programs, including Children's Scholarship Fund programs in multiple states, federal Enhancing Education through Technology (EETT) grants, 21st Century Community Learning Centers, distance education programs, museum-school partnerships, after-school programs, reading programs, technology integration programs, charter schools and teacher training projects.

Since 1997, Dr. Schuh has helped to design and establish more than 40 charter schools across the country, including the first residential charter school, a bilingual (English/Spanish) virtual school, and a charter school based on the ideas of emotional intelligence. Under his Direction, FRONTIER 21 has helped to support the implementation, turnaround and improvement of dozens of charter schools, through fundraising and grant writing, curriculum writing and program development, strategic planning, and assessment implementation and analysis.

PARENT AND STUDENT INVOLVEMENT

Parents and students provide leadership and input in school decision-making where appropriate. The Board meets a minimum of nine times per year in open, public session to ensure transparency in operation. All meetings are posted in accordance with Pennsylvania's Sunshine Act, and a Public Comment Policy and section are included on all agendas to welcome appropriate participation.

Parents actively participate in the school and with the Board. The Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents are also encouraged to be involved with the Board's activities. The regular meeting schedule and agendas for all Board meetings are posted as required by law, including at the school location, on the school's website and in a local newspaper(s). Reach makes all Board minutes available to families on request and reports on Board activities in the newsletter. The Board aims to have at least one member of the Board be the parent of an enrolled student.

As stated previously, parents may participate in Reach in many ways, including:

- Parent Representation on the Board
- Board Committees
- StarTrack ratings
- Community Coordinators
- Club ORANGE

Students provide feedback on courses and teachers. As stated previously, input is gathered on an ongoing basis via StarTrack. A StarTrack box requesting text feedback and ratings on a five-star scale is embedded in virtually every lesson in the curriculum and on the home page for each Learning Coach. Data gathered from this feedback is examined carefully and acted upon by school staff and Connections.

Please see our sign in sheet for Title I Parent Meeting on December 13, 2017 and an agenda for the Reach Open Parent Meeting from June 2, 2017 attached in Appendix K.

III.A.4 Describe the relationship of the cyber charter School with the surrounding community. Describe any complaints that have been received and how they have been investigated and resolved.

SCOPE OF COMMUNITY BACKING FOR THE SCHOOL

The success of Reach and its students is predicated on the support of communities.

There have been no formal complaints. Our six-member Board represents a group of passionate education advocates who live across the state. The Board brings a wealth of experiences to Reach and has secured support letters (included in Appendix O) from the following individuals and partners:

- Da Vinci Science Center
- Barnes & Noble Booksellers
- Harrisburg University of Science and Technology
- Paul Bauer, Dominos Pizza Franchisee and Parent of a Reach Cyber Charter School Student
- Parent Letters
 - Leigh Anne Kraemer- Naser
 - Nicki Williams
 - Tara Ann Rader

THE FOUNDING COALITION

The Founding Coalition includes organizations, institutions, and individuals who supported the development of the charter application and continues to be a resource throughout the start-up of the school if the charter application is approved. The members of the Founding Coalition does not govern the school. The Founding Coalition includes three parents, two museums, one community-based organization, and one higher education institution. We include the following letters of support:

- Leigh Anne Kraemer-Naser
- Nicki Williams
- Tara Ann Rader

III.A.5 Describe the mechanisms in place to measure stakeholder satisfaction and solicit input. Include copies of surveys and questions and include a summary of responses.

PARENT SATISFACTION SURVEYS

Reach's Parent Satisfaction Survey Results from 2018 and 2017 are shown in Figures 24 and 25 and the Executive Board Summary report cover is located in Figure 26. The full report can be found in Appendix L. The results of Parent Satisfaction Surveys are used to drive improvements to the curriculum, instruction, and program. The results are analyzed and an annual report is presented to the Principal.

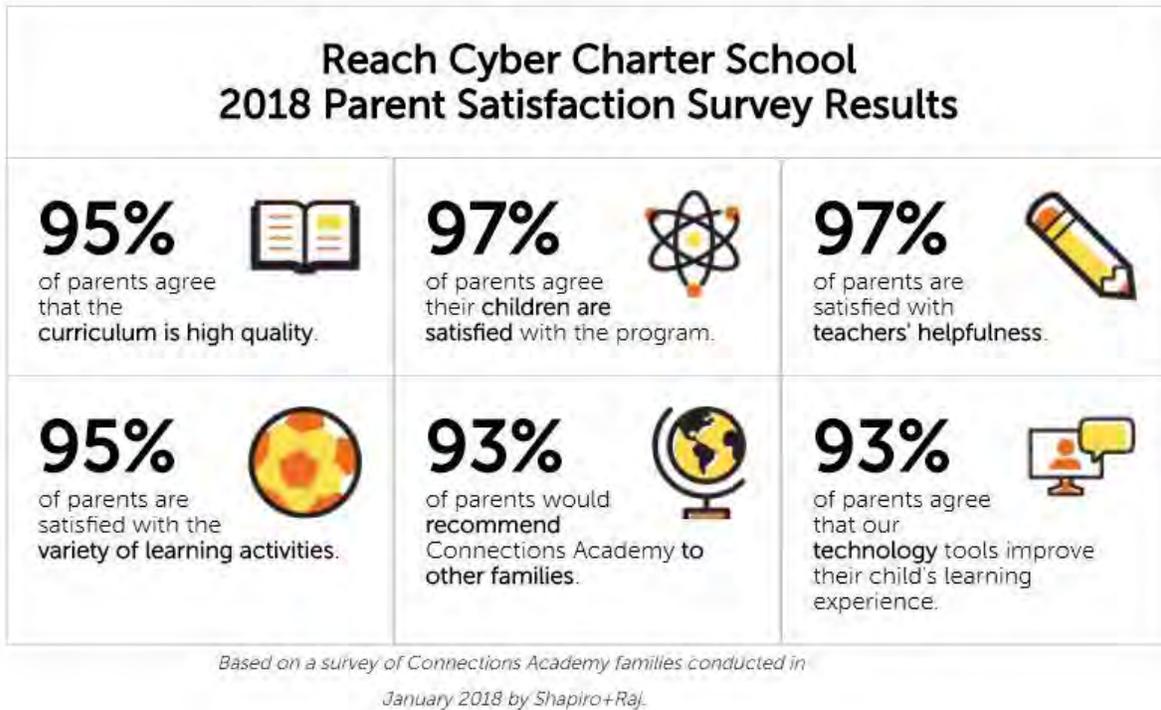


Figure 24. Reach 2018 Parent Satisfaction Survey Results

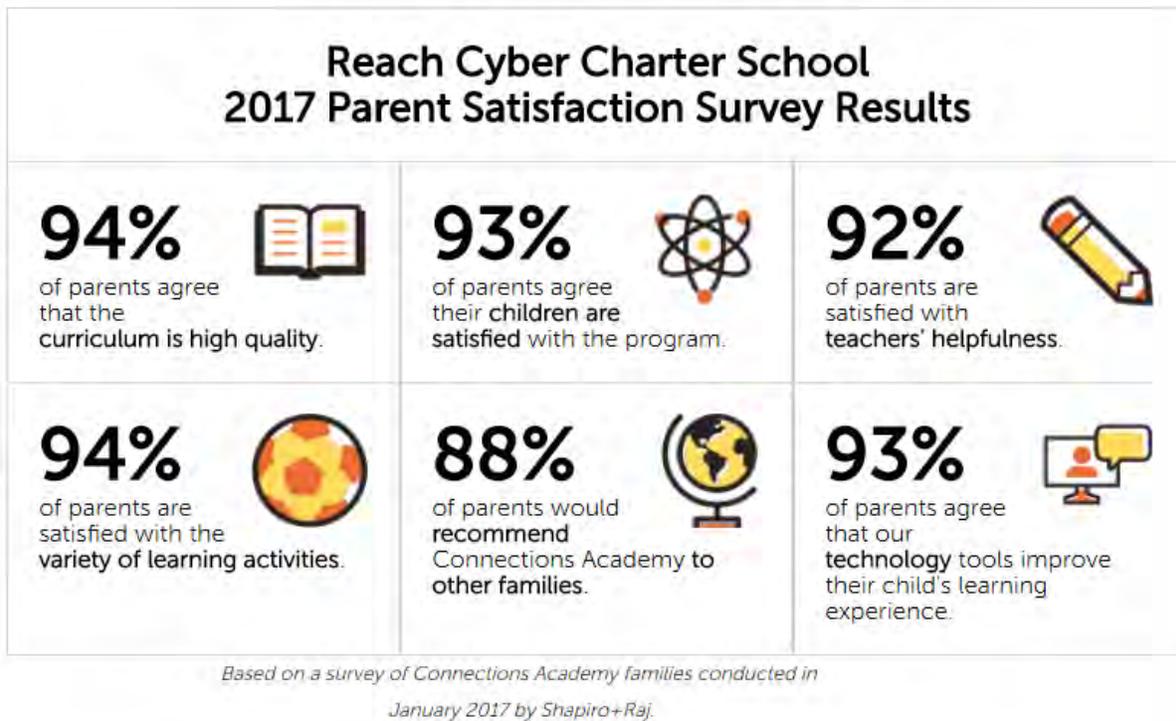


Figure 25. Reach 2017 Parent Satisfaction Survey Results

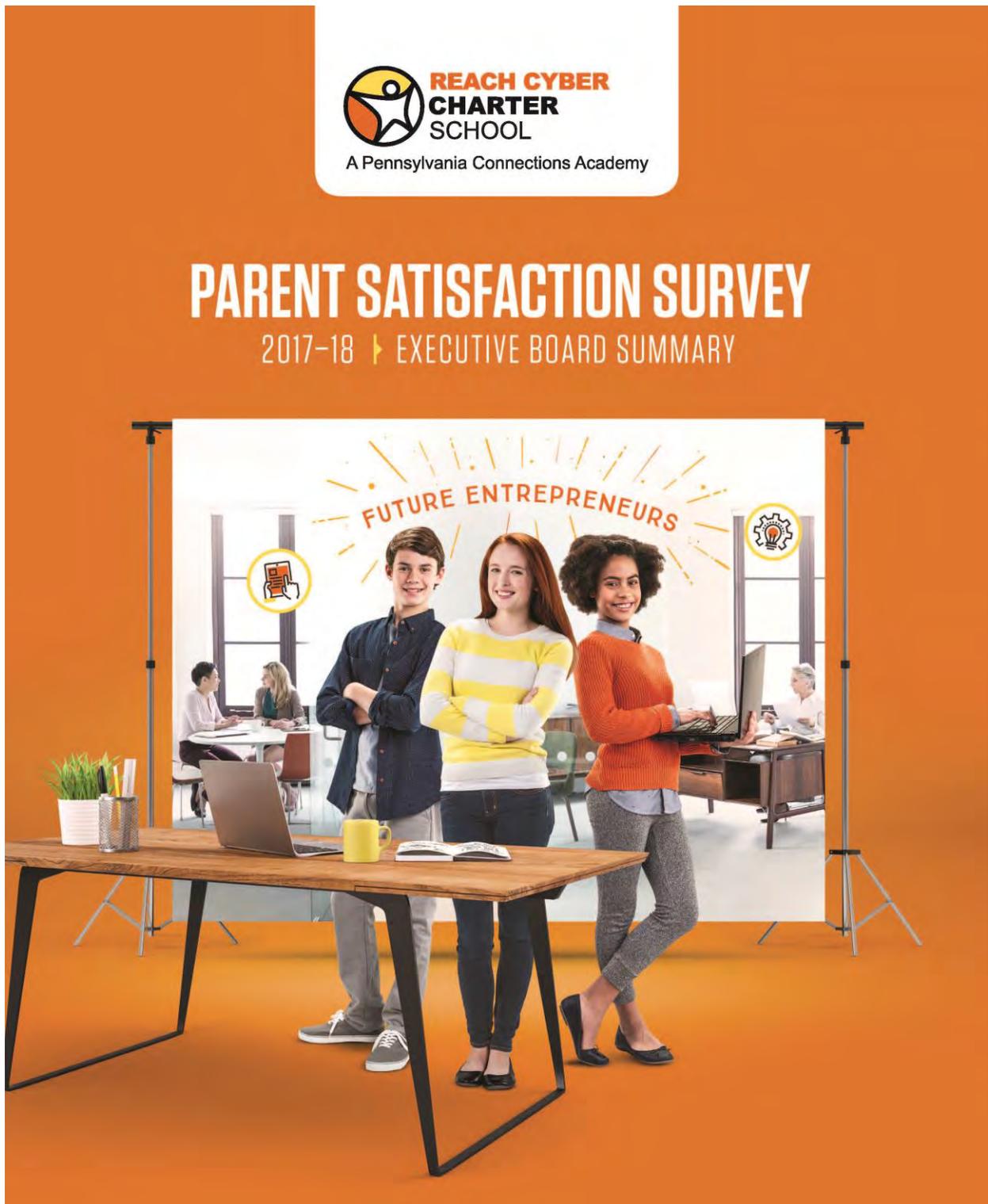


Figure 26. 2017-18 Executive Board Parent Satisfaction Survey

SCHOOL ENGAGEMENT SURVEY

Reach provided a school engagement survey on March 5, 2018-March 16, 2018. Full results are included in Appendix L.

- Reach's School Engagement Participation was 97% (112 of 115).
- Overall engagement (89% Favorable Score) for REACH remain relatively the same with a 1% increase in Favorability from the Pulse Survey (90% Favorable Score). The pulse survey is meant to be a quick "pulse" similar to the full staff engagement survey to gather feedback from school staff on their overall engagement and school culture. The pulse survey is administered to school staff in the fall, generally October.
- When looking at engagement by Tenure, all of the groupings reached our recommended 80% threshold, with those in the 6-12 months tenure having the lowest Favorable Scores (84%).
- Overall Elementary Teachers (92% Favorable Score) were among the most engaged at Reach.

III.B. STUDENT ENROLLMENT

III.B.1 Is the enrollment stable and/or near capacity? What is the average “churn rate” for the last five years? (Churn Rate is the Number of Enrollments divided by the Number of Withdrawals (# of Enrollments/# of Withdrawals).

As relatively new school, enrollment is expected to continue to grow in the coming years, versus leveling off or nearing capacity.

The churn rate is 3,275 total enrollments divided by 998 total withdrawals = 3.28*

The withdrawal rate is 998 total withdrawals divided by 3,275 enrollments = 30.4%

*This takes into account both school years and data up to 3/20/2018. Total enrollments refers to students who hit the enrolled stage at some point, and does not double count students who rollover between school years.

III.B.2 Describe the system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.

MAINTAINING ACCURATE STUDENT ENROLLMENT AND WITHDRAWAL INFORMATION

Reach is open to all eligible students statewide and does not discriminate in its admission policies or practices. Reach actively works to ensure a statewide racial and ethnic balance in the school; however, in such a manner to ensure nondiscriminatory preference or practices. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Through extensive community outreach and full disclosure about the school’s program, Reach attracts those students and families who are most committed to student success in a cyber school setting. As part of that process, Reach is certain to provide parents with a very clear and accurate picture of the cyber learning experience so they can make the most appropriate choices for their students. This is accomplished through virtual and in-person Information Sessions, Parent-to-Parent Events, and School events. Reach strongly encourages families to attend an Information Session prior to enrollment, explaining the benefits and importance of attending a session.

Connexus ensures accurate collection and analysis of student information and demographic data. The data collected in this way is then be used to generate reports for the Board and the PDE. It may also be used to evaluate and modify the school’s outreach and recruiting strategies when necessary. The Board and all school staff focus on accountability and abide by student data privacy laws and regulations.

Enrollment Notification

Reach follows Section 1748-A of the Charter School Law. Within 15 days of enrolling a student, Reach and the parent or guardian, notifies the student’s school district of residence of the enrollment through the use of the notification form developed by the PDE.

If the student’s school district receiving the notification determines that the student is not a resident of the school district:

- Within seven days, the school district notifies Reach and the PDE that the student is not a resident and provide the basis for the determination.
- Within seven days of receiving the school district notice of non-residency, Reach provides a response to both the school district and the PDE.

- If Reach agrees that the student is not a resident of the school district, it determines the proper district of residence and notify the correct district of residence of the enrollment through use of the notification form developed by the PDE.
- If Reach reconfirms that the student is a resident of the school district, it indicates so in the response. The school district may then appeal to the PDE for a final decision.

Reach follows Section 1743-A(c)(d) of the Charter School Law. We make available upon request, electronically via email, the following information to each student's school district of residence:

- A copy of the charter;
- A copy of Reach's application;
- A copy of all annual reports prepared by Reach; and
- A list of all students from that school district enrolled in Reach.

Reach, upon request and prior to the student's first day, provides electronically via WebMail, in Connexus, or via the school's website, the following information to the parent or guardian of a student:

- A list and brief description of the courses of instruction the student receives. The list is updated annually for each grade level in which the student is enrolled.
- A description of the lessons and activities offered online and offline.
- The manner in which attendance report and work is authenticated.
- A list of all standardized tests the student is required to take during the school year and the place where the test is administered, if available.
- The meetings to be held during the school year between a parent or guardian and a teacher as well as those among other school officials or parents or guardians and the manner in which the parent or guardian is notified of the time and place for the meeting.
- The address of Reach and the name, telephone number and e-mail address of the Principal and other school personnel.
- A list of any extracurricular activities provided to the student.
- The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent or guardian.
- A list of all services that is provided to the student.
- Copies of policies relating to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students.
- Information on:
 - Reach's professional staff, including the number of staff personnel and their education level and experience.
 - Reach's performance on the PSSA and other standardized test scores.
- Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by Reach. A parent or guardian acknowledges, either in writing or electronically, the receipt of this information.
- A description of the school calendar including, but not limited to, the time frame that constitute a school year and a school week, holiday, and term breaks.

Enrollment Process

The Board will re-contract with Connections to implement and conduct the enrollment process on behalf of Reach, in accordance with placement and withdrawal policies and procedures adopted by the Board and reviewed by Board Counsel, which are consistent with local, state, and federal law. The enrollment policies are reviewed by Board Counsel and approved by the Board as part of the overall school handbook.

Reach abides by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and does not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The Principal or his/her designee serve as the liaison for homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

Connections' enrollment service center provides student enrollment and placement support in compliance with local, state and federal law, acting as Reach's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through Connexus, which collects and stores student enrollment and withdrawal data and provides status information each step of the way.

- Each year, school personnel review, edit, and approve the enrollment and eligibility requirements via meetings with Enrollment and Academic Placement Content Management teams. An internal Issue Aware ticket and Word documents and documentation that can be accepted to satisfy Pennsylvania's enrollment requirements are used to track the review, edit and approvals of "required" and "requested" information by school staff and the Principal. A Family Connections Coordinator captures changes throughout the year.
- There is comprehensive training program for Connections staff in the enrollment service center that includes instructions for determining valid documentation for enrollment in Pennsylvania (Proof of Residency, Proof of age, Charter Notification Form and Immunization records) as well as requested documentation.

Families may commence the enrollment process online using Connexus or by calling a toll-free number for assistance. Connexus is available to students and their families, and to other authorized users according to their permissions, 24/7/365.

In the initial admission process, parents complete a simple registration form online or via phone that collects their name, email address, address, phone number, student names, and requested grade levels, although failure to complete this form is not a condition of enrollment.

As per 24 P.S. §13-1301 – §13-1306: "Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), school district resident, or any other person having charge or care of the child, the school district or charter school shall provide that the following information be documented before enrolling the child and allowing the child to attend school":

1. Proof of the child's age (the following are typical acceptable documents for proof of age):
 - a. Copy of the official Birth Certificate
 - b. Passport
 - c. Prior School Record indicating Date of Birth
 - d. Baptismal Papers
 - e. Hospital Certificate

2. Immunizations as required by law
 - a. Per PA Public School Code & 22 PA. Code, Chapter 11: Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, appropriate medical or religious exemption, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.
3. Proof of residency unless the student has obtained a waiver as defined by regulation (the following are typical acceptable documents for residency and students may need to provide one or more of the following forms as proof):
 - a. Current Utility Bill (Electric, Gas, Cable, Phone/Internet, Water or Sewage)
 - b. Current Property Deed
 - c. Current Mortgage Statement
 - d. Current Lease Agreement
 - e. Property Tax Statement
 - f. Vehicle Registration
 - g. Current Credit Card bill
 - h. Driver's License or Department of Transportation ID Card
 - i. Propane Delivery or Trash bill
 - j. Per PA Public School Code & 22 PA. Code, Chapter 11: A district may require that more than one form of residency confirmation be provided. However, school districts and charter schools should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation.
4. Parent Registration Statement (Disciplinary History: Suspension and Expulsion information, Safe Schools Affidavit)¹⁴
5. Home Language Survey

At this point the student is considered enrolled when the five required documents are collected.

The parent is sent an email with information to complete the process. Failure to provide such information, however, does not act as a barrier to enrollment. Reach ensures that the process enables a child to normally attend school on the next school day after the day on which the child is presented for enrollment, but no later than five (5) business days after receipt of the required documentation (22 Pa. Code §11.11(b)).

1. **Stage 1:** The family completes key online forms:
 - a. Information about the Family
 - i. Basic Information: Home/Mailing Address, Phone Numbers, Email, Household PIN, and County/District of Residence
 - ii. Household Income Information
 - iii. General Household Information

¹⁴ This is a required document per BEC 24 P.S. §13-1301 – §13-1306

- iv. Materials and Technology Support
 - v. Technology & Internet Reimbursement Information
 - vi. Emergency Contact Information
 - vii. Additional Information: Migratory and Referral Information and “How did you find out about us?”
- b. Information about the Student
- i. General Student Information: Name, Date of Birth, Location of Birth, Student’s Mobile Phone Number, Federal Ethnicity and Race Information Child Custody Information: Identification of Student’s Parents/Guardians and Custody Determination
 - ii. Grade Placement Information
 - iii. General Academic Information: Academic History information, Placement Testing information, Academic Background information, Special Education information, Standardized State Assessment information,
 - iv. Previous Schooling Information
 - v. Primary Learning Coach Info
 - vi. Pennsylvania Department of Health Questionnaire: Student health conditions (ie. Allergies), and Primary Physician and Dentist information
 - vii. Permissions: FERPA annual notification and School Directory information
2. **Stage 2**
- a. The family provides additional documentation:
 - i. While not required for enrollment, it is helpful to receive academic documentation, including unofficial transcripts, reports cards, IEPs and 504 plans to ensure the optimal personalized education plan for the student. Guidance is provided to the family throughout the enrollment process in obtaining and submitting academic documentation. Receipt of this documentation during the enrollment process ensures that the personalized course placement is accurate and appropriate for the student at the time of enrollment. The substance of the information gathered in this process does not act as a barrier to school entry.
 - ii. To expedite the process, Reach recommends uploading these documents through the Connexus interface. However, parents may also submit documentation through email, fax or delivery on site to the school.
 - iii. Health and physical examinations
 - b. Connections’ enrollment center works with families to obtain the correct information and then verifies the documents to ensure they meet state, local and federal requirements. Connections’ Academic Placement Advisors, working in conjunction with school counselors, place the student in his/her courses, so that the student is ready to start school, in accordance with Pennsylvania state law.
3. **Stage 3:** In this stage, parents confirm their student’s final placement, address for the shipping of materials and confirm the decision to attend Reach. Parents can complete this online or they may call the Connections enrollment center.
4. **Stage 4:** After parents confirm their decision, students are sectioned into their approved courses.

Withdrawal Process

Students may withdraw from Reach at any time in accordance with the state statute. Prior to withdrawing, the school encourages the Learning Coach and/or student to discuss with the school staff the reason(s) for withdrawing as it may be possible to address issues so the student does not need to withdraw. Reach requests that the Learning Coach provide evidence of homeschool registration consistent with state requirements or the name and location of another public or private school that the student attends. This data is recorded and reviewed by the Principal so school leadership can continually reflect on the school's ability to serve its families and students.

Reach pursues truancy violations in situations where the student cannot be confirmed as attending as documented by their work product. Reach follows the compulsory attendance policy.

If a student becomes ineligible or leaves the charter school, Connexus is updated and Reach ensures all appropriate paperwork is submitted and/or forwarded to the new school. As per Section 1748-A of Charter School Law, Reach, and the parent or guardian, provides written notification to the school district of residence within 15 days following the withdrawal of a student.

III.B.3 Describe the marketing techniques used to advertise this cyber charter school opportunity and how the cyber charter school has made resources available equitably across the state.

Marketing

Reach's marketing and outreach activities continue to attract a sufficient pool of eligible students, including students with special needs and EL students. Marketing continues to include broad reach media channels covering all geographies as well as reaching out to diverse students and families in the state.

Direct mail: Reach Cyber conducts direct mail campaigns announcing the school to families with students throughout Pennsylvania. In a typical mailing, a postcard is sent out inviting parents to attend an Information Session, visit the website, and/or contact the call center.

Website: Connections maintains the Reach Cyber website. The website contains information about Reach, its approach, its curriculum, and FAQs and their answers. The site also includes enrollment information and procedures, information sessions schedules, and other useful tools for prospective students and their families.

Media outreach: Reach continues to make use of diverse paid and online media. Reach also uses non-paid/earned media, primarily to shape public opinion, raise awareness of the school and share family/school news.

Referrals/word of mouth: As Reach continues to grow, it anticipates that an increasing number of families who come to the school enroll due to positive feedback received from their friends, community members, traditional school leaders and family.

Search engines and social media: Reach is linked to leading Internet search engines with local reference capability to help Pennsylvania families looking for a cyber school option to find this high quality school. In addition, Reach benefits from Facebook, Twitter, and other social media outreach conducted by parent advocates.

Resources Available Equitably Across the State

We have included the technology specifications as they are being filled now in similar schools supported by Connections. The makes/models may vary but each unit has comparable performance specifications. To ensure equitable access for students, Reach provides each student with the following:

- One laptop computer per student in grades K–12
 - Hardware
 - HP model laptop
 - AMD series processor
 - 15.6-inch LCD LED display w/ integrated webcam
 - 4 GB 1600MHz (1 DIMM)
 - 500 GB Hard drive
 - 24X DVD/CDRW (fixed) (some models ONLY)
 - 10/100/1000 NIC
 - Broadcom® 802.11 a/b/g/n Wireless
 - Bluetooth 4.0®
 - 3 USB 2.0
 - Headphone/line out
 - Headset/Microphone combo
 - Software
 - Microsoft Windows 10* Professional
 - Microsoft Office 2013*
 - Microsoft Defender
 - Other software installed includes: Adobe Acrobat Reader, Flash Player, Shockwave Player, and Windows Media Player
 - ContentProtect® Internet filtering software
 - Unlimited Technical Support

*Older device may have Windows 7, Office 2010, and Symantec AntiVirus, but that is not true for a great deal of REACH devices, and is no longer standard issue.

- One printer per household: Each household is eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.
- Student Technology Reimbursement: Reach families will receive one Student Technology payment per household to cover the costs of Internet service. Reach reimburses the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The reimbursement schedule is also factor in students enrolled in Reach's various pacing models.

For students who are unable to arrange for Internet service, Reach works with them to help with securing high speed Internet access. If the student lives in an area that receives limited or poor Internet connections, the school works with the family on alternative methods for accessing Reach online. One potential solution is to provide students with an educational Mi-Fi, through our agreement with Connections. Connections has experience with procuring educational Mi-Fi for

students in other schools they support through Kajeet, a company recommended by Verizon. Kajeet provides a solution using a Verizon Mi-Fi running on the Verizon 4G LTE network with their Sentinel cloud portal that provides CIPA compliant filtering to keep students on task.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, Reach ensures the families are reimbursed for Internet expenses over the summer months.

III.B.4 Using the following table, provide the history of student enrollment for each year and discuss trends in student turnover and retention data.

Figure 27 details the history of student enrollment for each applicable year.

History of Student Enrollments		
	Year 1 (2016-17)	Year 2 (2017-18)
Total Student Enrollment at the end of the school year	952	2,137
Number of students enrolled in June who were also enrolled in September of the previous year	N/A	Calculated substituting March for June = 290 (as of 3/20/2018)
Number of students, excluding graduates, who were enrolled at the end of last year	N/A	952 (no graduating class, no 12 th grade)
Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year	N/A	646

Figure 27. History of Student Enrollments

Enrollment during the first year of operation steadily increased. Reach’s enrollment for the October submission of year 1 was 714 students. This continued to grow to 952 students enrolled at the end of the first school year. 1305 total student enrollments occurred during the first year, with 72% of those students staying enrolled until the end of the school year. 694 students, 73% of those enrolled at the end of the first year, continued to be enrolled into the next school year.

Prior to the second year of operation, growth in enrollment greatly increased. The October submission of year 2 included 1903 students, a 167% increase over the previous October count. At the end of year 2, 2137 students were enrolled. 1389 students, 65% of those students are continuing or expecting to continue their enrollment for the third year of operation.

III.B.5 Provide waiting list data for each year, detailing how many students were on the waiting list at the beginning of the year, how many were extended opportunities to enroll and how many enrolled during the year.

Reach has open enrollment, therefore there is no waiting list.

III.B.6 If the school has been under- or over-enrolled, provide an explanation.

Reach has not been under- or over-enrolled, so this question is not applicable.

III.B.7 Drawing upon exit interviews and other sources, explain why students choose to return or not to return to the school.

Figure 28 contains all withdrawal reasons and the count of students with that reason for both school years.

Parent Withdrawal Reason	1617	1718
Different/better school option--chose alternative	223	234
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	35	55
We are moving.	26	45
My student wants to return to a traditional school setting for socialization reasons.	43	37
Life Change--Unrelated to School	14	31
The transition to a virtual school was too difficult.	23	26
The program takes too much of the Learning Coach's time.	15	13
We are no longer able to provide a Learning Coach to assist our student.	9	13
Mismatch Academic	4	11
The curriculum is too hard.	9	7
The program takes too much of the student's time.	6	6
There was not enough help/guidance setting us up in the school.	2	4
Mismatch Family Schedule	6	4
The curriculum is too easy.	2	2
The program/schedule is not flexible enough.	5	1
We are not satisfied with the school leadership.	2	1
We are not satisfied with our student's teachers.	3	1

Figure 28. All Parent Withdrawal Reason

Figure 29, in an effort to get to only get students who are not returning, this table shows only 2017-18 students with an Intent to Return of No and their withdrawal reason.

(Intent to Return = NO) Parent Withdrawal Reason	Number of Students
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	20
My student wants to return to a traditional school setting for socialization reasons.	18
We are moving.	10
The transition to a virtual school was too difficult.	6
The program takes too much of the Learning Coach's time.	6
The program takes too much of the student's time.	2
The program/schedule is not flexible enough.	1
The curriculum is too hard.	1
We are no longer able to provide a Learning Coach to assist our student.	1

Figure 29. 2017-18 Students with no Intent to Return

III.C. POLICIES AND PROCEDURES

III.C.A. TECHNOLOGY AND SUPPORT

III.C.a.1 How is technology used to provide curriculum?

IMPROVING STUDENT ACHIEVEMENT THROUGH TECHNOLOGY

Reach tracks and strives to improve student achievement through the use of Connexus. Intervention Indicators are displayed in Connexus to facilitate a teacher's identification of students who may be in need of additional differentiated instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. They facilitate teachers' abilities to ensure that all students learn at high levels of achievement and allow teachers to identify which students may be in need of additional instructional support.

These indicators are used to identify students who may be at risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and for monitoring the effectiveness of interventions. Figure 30 illustrates the Intervention Cycle and explains the face codes used to determine a student's status. Face codes for Intervention Indicators are updated during each school year, based on formative assessment.

In addition, at both the section and individual student levels, the Assessment Objective Performance Reports (AOPR) can be generated displaying not only the essential skills and standards for a course, but also exactly where in the curriculum each of these is assessed. The AOPR, shown in Figure 31, provides real-time student performance on each of the essential skills and standards based upon individual assessment items which measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model;
- Identifies essential skills and standards by subject/grade level;
- Identifies how and where these essential skills and standards are assessed within the program;
- Provides a Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) model;
- Provides access to and analysis of real-time data to determine mastery/proficiency;
- Incorporates data-driven decisions throughout instruction;
- Maximizes use of the instructional support programs, resources, and data;
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards; and
- Identifies students' response to the implemented interventions.

Figure 30. Intervention Cycle

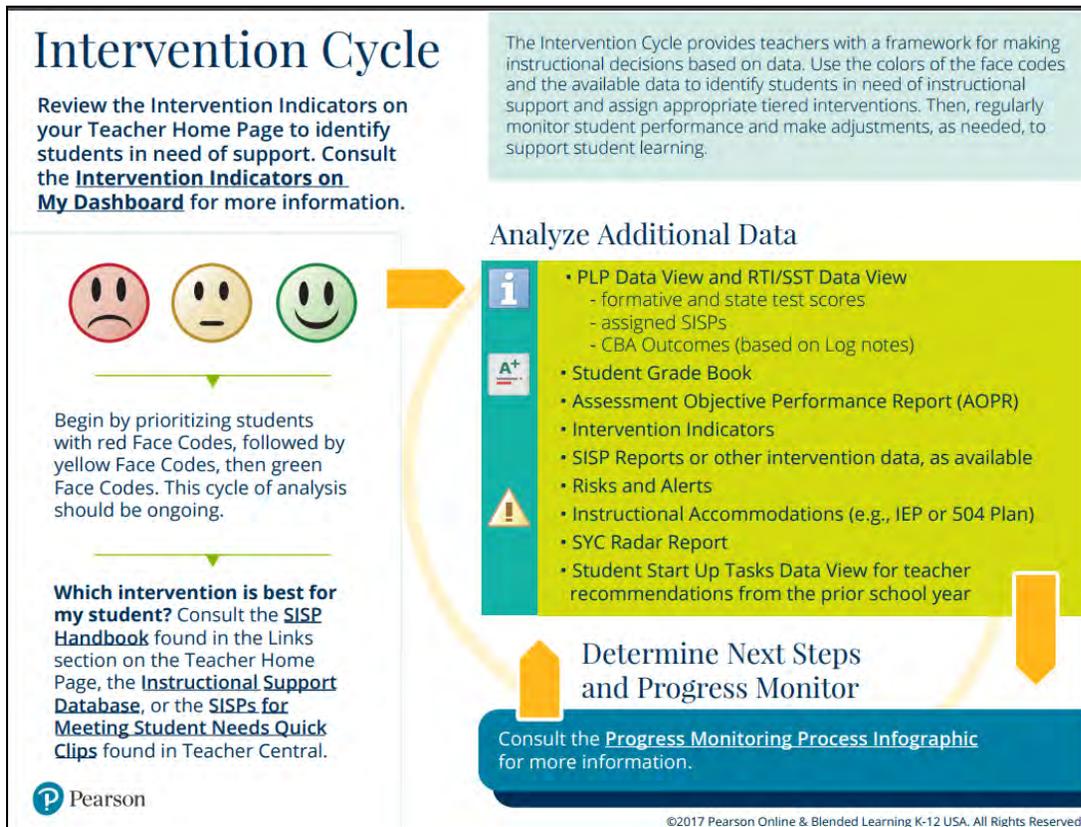


Figure 31. Assessment Objective Performance Report (AOPR) Screen Shot

Objective Name	Score	Progress	Display Taken/Assigned																																	
CCSS.Math.Practice.MP5: Use appropriate tools strategically.	86%	77	<input checked="" type="checkbox"/>																																	
<table border="1"> <thead> <tr> <th>Unit/Lesson</th> <th>Lesson Name</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>1 1</td> <td>Get in Shape for Geometry</td> <td>3 questions</td> </tr> <tr> <td>1 2</td> <td>Resources for Success</td> <td>4 questions</td> </tr> </tbody> </table>				Unit/Lesson	Lesson Name	Questions	1 1	Get in Shape for Geometry	3 questions	1 2	Resources for Success	4 questions																								
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Domain: Geometry: Congruence	100%	1/101																																		
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6 8	Triangles Unit Test	2 questions																																		

Students who are working below grade level based on mandated assessment results also benefit from research-based intervention programs focusing on building proficiency in reading and math skills. Parents are notified if their students qualify for these programs, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and his or her teacher focusing on areas needing improvement. The student continues in the regular curriculum while receiving intervention, but the LiveLesson sessions allow for focused remediation on topics likely to be problematic on the next mandated assessment.

Multi-Tiered System of Supports/Response to Intervention and Instruction (MTSS/RtII)

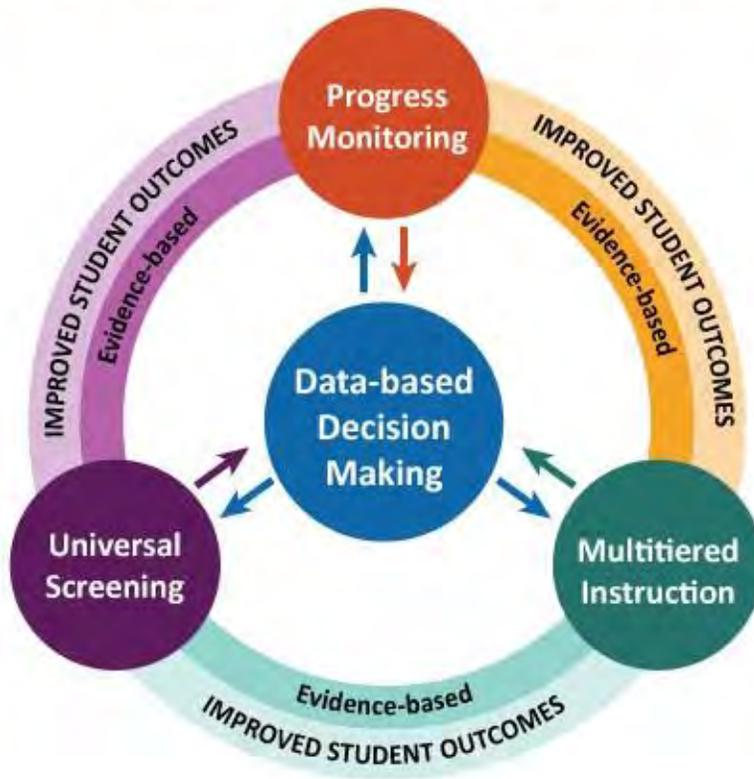
Timely intervention is critical, and schools must implement an instructional model that is designed to address both academics and behavior through a systematic problem-solving approach. Reach's multi-tiered instructional model aims to help all students meet with continuous academic and behavioral success. Reach uses a wide range of evidence-based instructional strategies and resources for all students with fluid movement between the tiers and levels of support. Teachers increase the frequency and intensity of the intervention, or instructional support, based on students' responsiveness and learning/behavioral needs. Through the use of early identification and implementation of research-based strategies and tools, Reach reduces the number of students who are at risk for learning and behavioral challenges.

Data provided via Connexus is used by all teaching staff throughout the school year to implement a structured system of instructional supports, similar to a Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) model. These supports include curriculum that is based on state and national standards, a high quality core instructional program, use of universal screeners, data-based decisions, tiered supports and services, involvement and engagement of Learning Coaches, and ongoing professional learning for staff.

Students who are struggling with the evidence-based and standards-aligned core curriculum are identified by teachers as early as possible so that differentiated activities can be assigned and student progress can be monitored closely. For students demonstrating a more intensive need (Tiers II and III), the tiered approach allows for more instructional support and increased progress monitoring. Decisions regarding students in Tiers II and III are made in cooperation with the school's Student Support Team (SST). The SST is part of the multi-tiered system of support, as illustrated in Figure 32, and is facilitated by Connexus. Teachers have a great deal of formative data to help identify students' greatest area of instructional need. A teacher's Home Page shows for each student, an icon indicating if a student is at risk of being below proficient at the conclusion of the school year and if interventions have been identified and provided. The teacher may use his or her professional judgment to override these indicators and log the decision and rationale within Connexus. However, in cooperation with the SST, data is collected at regular intervals to demonstrate that these student-level decisions are effective for each student. All efforts are made to meet each student's needs within the general education program.

Figure 32. Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII)

Multi-Tiered Systems of Support/Response to Intervention and Instruction



Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. The core curriculum refers to the Connections research-based core reading and math curriculum that is aligned with the Pennsylvania Academic Standards. In addition to core coursework, the core curriculum includes teacher use of differentiated instruction that meets the needs of all students throughout the school year. All students have access to the core curriculum; work through their lessons; engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives; and demonstrate their understanding through multiple types of assessments. All instructional resources are part of the first level of a multi-tiered approach to support (Tier I). Teachers regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. The vast number of approved instructional tools allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation refers to the variety of instructional strategies and lesson modifications that teachers use with students with distinct learning needs or who temporarily need extra support to master a particular skill or concept. On a regular basis, teachers plan and implement instruction that is differentiated and personalized. Through the use of varied instructional strategies and practices, teachers engage all students while still holding them accountable for mastering the essential skills and standards. Differentiation involves thoughtful planning for the following:

- Instructional practice used to deliver instruction to students;
- Instructional design used to deliver content to students;
- Assessment used to evaluate student learning;
- Lesson content used to support and extend concepts and skills; and
- Instructional groups to meet the needs of small groups of students.

The goal of differentiation is always the same—making sure all students master essential skills and standards—but teachers may use different instructional methods to help students meet those expectations. When differentiation strategies fail to produce progress, Tier II intervention should be considered.

Tier II

When students do not make progress despite differentiated instruction within the core curriculum used in Tier I of instructional support, teachers need to consider Tier II support. When moving a student from Tier I to Tier II, teachers may consult with the school's Student Support Team (SST). Areas where students struggle at the Tier I level and require Tier II support may include the following:

- Reading fluency
- Reading comprehension
- Math fluency
- Math computation
- Behavior

Tier II generally begins after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not responding successfully.

Tier II instructional support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention is explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring is a critical part of the implementation of this tier. Tier II intervention focuses on the greatest area of need so data collection must be detailed, clear, and only regarding one area from baseline (first probe of performance) to progress monitoring. Targeting multiple areas in an intervention cycle makes it difficult to understand the source of learning challenges and collect precise data.

Tier II instructional support is typically provided two to three times a week for 20–30 minutes per session. The support comes from a research-based intervention that is explicit, systematic, and targeted to the student’s greatest area of learning needs. Tier II behavior support is provided with the same frequency in cooperation with the Learning Coach.

Students participating in Tier II intervention may be assigned a research-based supplemental instructional support (SISP) program that provides them with instruction and practice with the foundational skills needed to improve their performance in grade level work. Teachers will be provided with training to support students in using these programs, and analyzing the reports available to assist them in monitoring student progress.

Tier III

Tier III includes the most intensive and frequent level of instructional support and is the next step in the multi-tiered approach for students who have not been successful in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions are facilitated and monitored by the general education teacher who increases the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions and other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in the Tier III level of intervention receive at least two additional days of 20–30 minutes of instruction for a total of four to five days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Lessons may need to be skipped and assessments in the language arts or math course may need to be dropped to ensure the student has sufficient time to participate in Tier III intervention activities. Tier III behavioral support is also provided at increased frequency and intensity. As needed, additional resources such as counseling staff is engaged. Focused, specific data collection related to behavioral antecedents is used to inform any referrals for behavioral evaluations.

In addition to an increased focus on core curricular content, Tier III teachers incorporate additional resources to assess and monitor student performance and address students’ instructional needs. Tier III fosters a strong foundation in basic academic and behavioral skills and increases self-confidence as the student progresses through the program.

Figure 33 is the teacher’s home page where he/she can track if students are on target, if they have overdue lessons, or if they are falling behind (as measured by the intervention indicators) (Figure 34). Figure 35 shows a specific student’s Grade Book including access to the AOPR.

Figure 33. Teacher's Homepage

CONNECTIONS ACADEMY[®] Hi, Jen Teacher | Feedback | Account Settings

HOME | SECTIONS & STUDENTS | PLANNER | MORE

My Dashboard | Links | Announcements

All Sections * Has no active students Total 16 students

My LiveLesson Room

My Data Views

Look Who's New!

You have 1 new student who started within the past 7 days.
[Give them a warm welcome!](#)

You have 6 students with instructional accommodations.

16 students On Track
 0 students Approaching Alarm
 0 students Alarm

To Do List

- Check In My Students or My Sections for assessments needing grading.
- Review the [Accountability Radar](#).
- Review attendance for [Ms. Teacher's Homeroom \(MyCA\)](#).
- View students' [overdue lessons](#).
- Review [Teacher Assignment Report](#).

Overall Score

91% - 100%	1
81% - 90%	1
71% - 80%	1
61% - 70%	0
0% - 60%	0
n/a	0

Overall Overdue Lessons

Caught Up	16
1-5 lessons	0
6-10 lessons	0
10+ lessons	0

Multitiered Interventions

Math

Tiers	1	2	3	3*
1	4	1	1	0
2	1	0	2	0
3	0	0	0	0
3*	1	0	0	1

Reading

Tiers	1	2	3	3*
1	5	0	0	0
2	0	1	0	0
3	0	0	0	0
3*	1	0	0	1

Figure 34. Students with Overdue Lessons

CONNECTIONS ACADEMY[®] Hi, Jen Teacher | Feedback | Account Settings

HOME | **SECTIONS & STUDENTS** | PLANNER | MORE

My Sections | **My Students**

All Sections Total 16 students

* indicates there are no active students

Quick Search Score Range: 0% - 100% More than 0 overdue lessons Select Columns

ID	My Students	Days Enrolled	Grade	Attendance	Overall Score	Total Overdue	Alerts	Intervention
100661	Demo, Stella	179	10	On Track	n/a	41 lessons	-	M:-/R:-
128788	Demo, Dee	179	6	On Track	88%	36 lessons	G	M:⊖1/R:⊖1
146122	Demo, Chelsea	179	9	On Track	10%	31 lessons	-	M:-3*/R:-3*
167915	Demo, Meaghan	179	7	On Track	90%	19 lessons	-	M:⊖3*/R:⊖3*
216090	Demo, Anderson	179	12	On Track	n/a	27 lessons	-	M:-1/R:-2
216091	Demo, Jackson	179	8	On Track	95%	42 lessons	G	M:⊖2/R:⊖1
216092	Demo, Olivia	179	11	On Track	n/a	31 lessons	-	M:-/R:-

Figure 35. Specific Student Grade Book

CONNECTIONS ACADEMY[®] Hi, Anderson Demo | [Feedback](#) | [Account Settings](#) ▾

HOME | **PLANNER** | VIRTUAL LIBRARY | MORE ▾

Full Transcript | High School Transcript

User Grade Book for Anderson Demo (ID 216090)

Show me sections [?](#)

Grade Book Details

Section Summary: *Click a section name to view details.*

Section	Score	Grade	Lesson Completion	Teacher	Objectives
Calculus B	87%	B+	40/43 (96%)	Teacher, Jen	29 objectives
English 12 B	92%	A	25/57 (45%)	Teacher, Jen	36 objectives
Living Music I	93%	A	37/46 (90%)	Teacher, Jen	
Marine Science B	97%	A+	35/41 (89%)	Teacher, Jen	
Psychology B	75%	C	34/35 (99%)	Teacher, Jen	
Web Design I B	97%	A+	15/21 (79%)	Teacher, Jen	
Overall	87%		201/243 (84%)		

Progress Reports

- [October 1 2015](#)
- [October 1 2015](#)
- [October 1 2015](#)
- [October 30 2015](#)

III.C.a.2 Describe the teaching methods that are used to deliver instruction and to assess academic performance. How is the cyber charter school improving student learning through the effective use of technology?

TEACHING METHODS

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, Reach develops students who are self-motivated, competent, lifelong learners. Reach implements the Connections instructional model which incorporates key facets such as 1) the Learning Triad, 2) Family Connections Coordinators and Counselors, and 3) student motivation.

1) *The Learning Triad*: The Connections instructional model relies on the support of a) appropriately certified teachers, b) supportive Learning Coaches, and c) a high quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 36. Each student has a staff of experts, including Pennsylvania-certified teachers, working together to leverage the school's myriad resources - technological, instructional, and interpersonal - for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

a) Certified Teachers - Student learning benefits from committed educators and involved parents who provide total support. Each student has one or more certified Pennsylvania teachers specially trained in teaching in an online environment, the Connections curriculum and specific instructional methods. In each of the elementary grade levels or high school core subjects, students are taught by a certified teacher with expertise in a particular grade level or content area. Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand, or replace assignments; they also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact - via telephone, LiveLesson session, and WebMail - with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per week. Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers in cyber schools often comment that they understand their students better in the cyber environment than in a traditional classroom since they work with students one-on-one.

All Pennsylvania charter schools must meet the requirements of Pennsylvania's charter school law, including the requirement that 75% of the charter school's professional staff hold appropriate state certification. Additionally, Pennsylvania charter schools must meet the federal law's Appropriately Certified Teacher requirements. Teachers at Reach hold at least a bachelor's degree and demonstrate competence in the core content areas in which they teach. In Pennsylvania, in order to be appropriately certified, all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must (1) hold at least a bachelor's degree and (2) demonstrate subject matter competence in each core content area and grade level at which they teach.

b) Supportive Learning Coaches —Each student has a Learning Coach (a parent, extended family member, or trusted adult designated by the parent/guardian) who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' Pennsylvania-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.

c) **A high quality, standards-aligned curriculum** -Reach has selected the Connections curriculum. The curriculum meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) and meets subsequent regulations promulgated to replace 22 Pa. Code Ch. 4. The Connections curriculum is fully aligned to the Pennsylvania Academic Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

Figure 36. Learning Triad

THE LEARNING TRIAD:
A Seamless Combination



2) *Family Connections Coordinators:* Each family is assigned a personal Family Connections Coordinator, as part of the services provided by Connections through the Statement of Agreement, who provides valuable information and non-academic support to families from the moment they express interest in the school all the way through enrollment and the school year. Services and supports provided by the Family Connections Coordinator include conducting Onboarding Welcome Calls to ensure the family has the proper support they need to be successful and answer any questions the parent/Learning Coach may have about starting at Reach, conducting proactive Monthly Check-in calls making sure any non-academic

questions are answered, and hosting Learning Coach Support Groups.

Counselors: Students in middle school and high school are assigned a counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, develops a Personalized Learning Plan (PLP) for each student and closely track their overall academic progress. Teachers work directly with students via the phone, WebMail, and LiveLesson sessions. Student academic progress is tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material.

3. *Student Motivation*¹⁵: As part of the services Connections provides through the Statement of Agreement, Connections trains teachers to apply three basic classroom engagement strategies to their instruction to create a motivational cyber learning environment. As stated in the Connections’ Core Standards for Facilitating Learning, teachers include active learning, application of skills, problem-solving, and interaction that result in high levels of student engagement and achievement.

¹⁵ <http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx>

- *Make Instruction Fun and Engaging:* Train teachers to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
- *Provide a Safe Way to Respond:* Show teachers how to create a welcoming and safe cyber environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
- *Help Students Succeed:* It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject or does well on an assignment. Celebrating student success and achievement increases student motivation.

ASYNCHRONOUS MODEL WITH SYNCHRONOUS SUPPORT

The Connections program provides an asynchronous model that uses synchronous support.¹⁶ In synchronous learning, students and teachers work together at the same time in the same cyber place (LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time.

Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded cyber classroom sessions at home,
- Reviewing course materials online or offline,
- Completing assignments, and
- Collaborating with other students via secure message boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows cyber schools to create a more personalized learning experience that supports different learning styles.

There are many benefits to **asynchronous** learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace, place, and peak times, unconstrained by others' schedules;
- Work at their own level, moving as quickly or slowly through course materials as needed;
- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

There are also several benefits to **synchronous** learning. Interactivity is the key to synchronous instruction, allowing:

- Students to demonstrate their knowledge and practice their communication skills.

¹⁶ <http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx>

- Students to ask questions to deepen their understanding.
- Students to build relationships with their teacher and fellow classmates.
- Teachers to engage students in discussions, problem solving, and group projects.
- Teachers to focus class time on bridging skills gaps.
- Teachers to build one-on-one relationships with students.

Teachers can record class discussions and instructional sessions, making them available as asynchronous materials to reinforce learning or accommodate student scheduling conflicts.

Together, these two approaches provide teachers and students the best of real-time and any-time learning.

ENHANCING STUDENT LEARNING

Students learn best when lessons match their interests and abilities. Studies have shown that in conventional classrooms many instructional tasks are not matched to students' skill levels. Through its individualized educational program, the school's proposed placement process aligns with the needs of the students. Reach aims to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Through the placement process and the school's pre-, mid-, and post-test assessments, students are provided with curriculum materials and instructional resources appropriate to their achievement level.

Each student deserves an instructional program that maximizes his or her potential. This is the purpose of the **Personalized Performance Learning** process—an academic road map for each student that provides differentiated instruction in a unique, tailored way. Personalizing a student's program is an ongoing process. Students, Learning Coaches, and teachers meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, SkillsTutor™ activities, practice items, additional activities using Teachlet tutorials, manipulatives, virtual labs and/or graphic organizers, and supplemental instructional resources.

- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process is used to select courses based on a student's individual learning needs.
- **Regular Communication.** At the start of school, Learning Coaches and teachers establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and communicate with students and Learning Coaches frequently. Students are encouraged to contact their teachers as often as they wish or find necessary.
- **Review of Student Background and Interests.** Teachers, Learning Coaches, and students discuss student strengths, interests, learning styles, and previous school performance during Welcome Calls held at the beginning of the school year.
- **Performance Testing.** Students in grades K-1 take the DIBELS Next. Students in grades 2-8 take the LEAP for both English Language Arts/Reading and Math tests at the beginning, middle, and end of the year. The LEAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-12 take the Scantron Performance Series assessment.

- **Set Goals.** Goal setting is based on all of the information gathered in the initial process and some initial student work samples. Teachers and Learning Coaches work together to set goals for the student and to accomplish these during the school year.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers help personalize the learning schedule. They inquire about the student's daily routines and make adjustments to the student's online learning schedule. Students in grades K-8 may also add one or more elective courses to their schedule. Students in grades 9-12 have a 6-week add/drop period that can be used to adjust their schedule, as needed.
- **Differentiated Leveled Courses.** As part of a student's Personalized Learning Plan (PLP), teachers or Academic Placement Advisors may recommend placement into an essential, foundations, honors, or AP course. These courses provide students with scaffolded and/or enriched course content to meet their academic needs.

The Personalized Learning Plan (PLP) tool places at each teacher's fingertips all of the assessment data available for students, e.g. state test scores, LEAP and Scantron pre-, mid-, and post-test assessment data, participation and performance metrics, and any IEP information (as appropriate to protect student privacy). After continual analysis of multiple data points, teachers may create lesson modifications, custom assignments, and custom assessments to address students' learning deficiencies or provide additional challenges to enrich their educational experience.

RESEARCH BASE

Students learn best in a safe, positive environment in which they are respected, accepted, valued, and nurtured as unique individuals and are challenged to achieve their full potential. From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

Education research has shown that the touchstones of the Personalized Performance Learning (PPL) instructional model — **high-quality teaching, personalized instruction, and parental involvement**— have been directly correlated to top student achievement.

In 2009, the U.S. Department of Education published a meta-analysis of evidence-based studies of K–12 and postsecondary cyber learning programs. The study reported that, “Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.”¹⁷

Cyber education improves learning opportunities for students by increased access to high-quality teachers, large-scale customization and optimization, increased flexibility, improved flexibility for teachers, improved productivity and efficiency, and innovation.¹⁸

High-quality teaching: Each teacher is equipped with the skills and technology needed to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold

¹⁷ Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones, “Evaluation of Evidence-Based Practice in Online Learning: A Meta-Analysis and Review of Online Learning Studies,” U.S. Department of Education, May 2009, at <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf> (November 16, 2009).

¹⁸ Lips, D. “How Online Learning is Revolutionizing K-12 Education and Benefiting Students.” Background, The Heritage Foundation, January 12, 2010.

Wenglinsky¹⁹ of the Educational Testing Service showed a direct link between good teaching and higher test scores. While past research on the impact of good teaching occurred before cyber schools were available as study sites, more recent research focusing specifically on cyber learning echoes the critical importance of teacher quality.

In April 2009, John Watson and Butch Gemin on behalf of the International Association for K-12 Online Learning (iNACOL) published the *Management and Operations of Online Programs* as part of the series Promising Practices in Online Learning. The authors noted, “Most programs agree that new online teachers must 1) put their role as a facilitator of student learning above other aspects of teaching, 2) have the ability to adapt and manage change, 3) have a high level of content mastery, and 4) be ready to make the shift to online instruction.”²⁰

For example, 2005’s *A Synthesis of New Research on K-12 Online Learning*²¹ shows that the unique ability of a cyber teacher to communicate one-on-one with students and offer personalized feedback, as teachers at Reach, is key to student success in a cyber learning environments.

Personalized instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. According to Michael Abell’s article, “Individualizing Learning Using Intelligent Technology and Universally Designed Curriculum,” published in the *Journal of Technology, Learning, and Assessment*, “A learning environment such as this should emulate the unique learning style of the individual student.”²²

In their 2010 article, “Learning Styles in the Age of Differentiated Instruction,” authors Timothy Landrum and Kimberly McDuffie note, “Matching the skills and strengths children bring to bear with their life, vocational, and independent living goals provides a framework for planning an instructional program... To summarize, instruction is individualized when (a) it is planned in a way that builds on what individual students currently know and can do and targets meaningful goals regarding what they need to learn next; and (b) accommodations and modifications to teaching and testing routines are made in order to provide students with full and meaningful access to the content they need to learn.”²³

Dorraine Fenner, Sueha Kayyal Mansour, and Natalie Sydor noted in their 2010 *Action Research Project* submitted to the Graduate Faculty of the School of Education at Saint Xavier University in Chicago that, “Applying differentiation to leveled learners allowed students to grow academically... Using modified activities according to their own learning style allowed students to progress. Differentiation provided students with different options, which allowed students to improve. Students enjoyed the amount of control they were given pertaining to the assignment... Differentiated assignments allowed students to grow academically according to their ability level.”²⁴

¹⁹ Wenglinsky, Harold, *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, Educational Testing Service, 2000.

²⁰ Watson, J. and Gemin, B., (April 2009) *Promising Practices in Online Learning: Management and Operations of Online Programs: Ensuring Quality and Accountability*. Evergreen Consulting Associates, iNACOL
http://www.inacol.org/research/promisingpractices/iNACOL_PP_MgmtOp_042309.pdf

²¹ NCREL *Synthesis of New Research on K-12 Online Learning*, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis

²² Abell, M. (2006). Individualizing learning using intelligent technology and universally designed curriculum. *Journal of Technology, Learning, and Assessment*, 5(3). Retrieved [date] from <http://www.jtla.org>

²³ Timothy J. Landrum & Kimberly A. McDuffie (2010): Learning Styles in the Age of Differentiated Instruction, *Exceptionality: A Special Education Journal*, 18:1, 6-17 <http://dx.doi.org/10.1080/09362830903462441>

²⁴ Fenner, D., Mansour, S., and Sydor, N. (2010). *The Effects of Differentiation and Motivation on Students Performance*. School of Education at Saint Xavier University, Chicago IL

A goal of personalization via cyber instruction is for the student to demonstrate increased content knowledge and critical thinking. At Reach, instruction is personalized for every student, every day.

Parent involvement: Decades of research show that parent participation in education is very closely related to student achievement.²⁵ In an article published in 2010, titled “Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis,” in the *Journal of Prevention & Intervention in the Community*, authors David R. Topor, Susan P. Keane, Terri L. Shelton, and Susan D. Calkins noted that, “Parent involvement in a child’s education is consistently found to be positively associated with a child’s academic performance. Results indicated a statistically significant association between parent involvement and a child’s academic performance, over and above the impact of the child’s intelligence.”²⁶

To support the significant role of parents in a student’s cyber education, Reach provides many avenues of communication with parents including a newsletter and website. In addition, Reach contracts with Connections to provide training for parents including the Learning Coach Instructional Support Team offering several supports for Learning Coaches including Learning Coach Central, Learning Coach Link, National Learning Coach Resource Sessions, and Parent-to-Parent orientations.

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, “Parental participation and cooperation in their child’s educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations (Aeby, Thyer, & Carpenter-Aeby, 1999; Galloway & Sheridan, 1994; Grolnick & Slowiaczek, 1994; Ma, 1999; Masten & Coatsworth, 1998; Trusty, 1999).”²⁷

There are multiple ways for parents to be involved in education. In the cyber learning model, parents often act as the Learning Coach and are therefore directly involved in their child’s education. A Stanford study points out one avenue of parent involvement and its impact. The study found that using parents as tutors brought significant and immediate changes in student’s I.Q. scores. Another study showed that parental involvement increased students’ motivation to learn including school engagement, goal achievement, and even motivation to read.²⁸ At Reach, parents are closely involved in their child’s education in partnership with their child’s teacher.

²⁵ Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1, 1-22.

²⁶ Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis, *Journal of Prevention & Intervention in the Community*, 38:3, 183-197
<http://dx.doi.org/10.1080/10852352.2010.486297>

²⁷ Semke C. A., & Sheridan, S. M. (2011). *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature* (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: <http://r2ed.unl.edu>

²⁸ Gonzalez-DeHass, A. R., Willems, P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17, 2, 99- 123.

III.C.a.3 How is the “school day” defined and how is the student’s attendance for the day monitored?

HOURS OF OPERATION

The school site operates Monday through Friday from 8:00 AM ET – 4:00 PM ET. Since this is a cyber learning environment, the school day is not limited to certain hours for start and end times. However, the teaching staff is available during the hours of operation.

TYPICAL STUDENT DAY

The time commitment required by students in the cyber program is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting (from lining up in the hallway to waiting out the teacher’s handling of disruptive peers), they use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities is part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the legally mandated minimum instructional minutes for every grade. Reach provides a minimum of 900 hours per year of instruction at the elementary level and 990 hours per year of instruction at the secondary level.

Figure 37 represents an example of a possible school day for an elementary school student. Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best – not just between 9 AM and 3 PM. Students create daily checklists to ensure they are staying on-task. The daily routine may include checking WebMail, looking at the To Do List within Connexus, reviewing the daily planner in Connexus, attending scheduled synchronous sessions, and completing lessons listed in the student’s Connexus Planner. Students easily see which lessons are due as they are in bolded text. As lessons are completed they change from bold to regular text. Students can access the lessons directly from their daily planners. In addition, students can access any notes or tips provided by the teacher and view important course-related information like LiveLesson session schedules, recordings, and supplemental materials. Students can track their progress and grades at any time in the Grade Book.

Figure 37. A Day in the Life of a Student

SAMPLE STUDENT “DAY IN THE LIFE”	
Morning	Learning Coach logs on, reads messages, and reviews lessons.
	Student reads and responds to WebMail messages from teacher about progress (with the help of the Learning Coach depending upon reading level).
	Student participates in a LiveLesson session for math with teacher and classmates.
	Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
	Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student completes a lesson and takes a quiz online.
	Student goes outside for a playground activity with Learning Coach.
Afternoon	Student makes sandwich for lunch, as part of the Home Life Course.
	Student completes a science lesson and finishes reading a non-fiction reading selection (with the help of the Learning Coach depending upon reading level).
	As part of a STEM-enrichment activity, student completes a hands-on science experiment outside with Learning Coach.
	Student goes to soccer practice and the local library.
	After returning, student completes art lesson and then participates in Book Club.
	Learning Coach confirms lessons completed and records attendance.
	Learning Coach and student review next day’s schedule and prepares accordingly.

TYPICAL TEACHER DAY

The school day is not limited to certain hours for start and end times. However, the teaching staff is available during the hours of operation. Teachers, based out of the school site primarily, collaborate to share ideas, information, and teaching techniques with the families who are always welcome to call or visit the office as indicated in Figure 38.

Figure 38. A Day in the Life of a Teacher

SAMPLE TEACHER "DAY IN THE LIFE"	
Morning	Teacher logs on, reads messages, and reviews individual student participation and performance.
	Teacher sends a WebMail message to a student answering a question; teacher responds to Learning Coaches' questions/feedback.
	Teacher holds a science LiveLesson session with a group of students. During the lesson she notes who is struggling to follow the lesson, and follows up with those students after the lesson via a phone call or one on one tutoring.
	Teacher grades student portfolio assessments.
	Teacher has a 1:1 session with a student who had questions on a lesson.
	Teacher meets with other staff for a professional development lunch meeting to discuss the Assessment Performance Objective Report
Afternoon	Teacher checks WebMail & grades assessments that have been submitted
	Teacher calls five students to do a Curriculum Based Assessment (CBA)
	Teacher confers with the Principal
	Teacher contacts three Learning Coaches to discuss student performance
	Teacher works with STEM Coordinator to develop STEM enrichment activities for students

ATTENDANCE PROCEDURES

Students in a cyber school program do not have physical classrooms but still must meet all regulatory requirements for attending public schools. Attendance is tracked and reported through Connexus. Learning Coaches ensure that students meet their school's attendance requirements and that the student's attendance is properly documented within Connexus.

While students have a great deal of flexibility regarding when and where they complete their coursework, they nevertheless are held fully accountable for meeting all state-mandated attendance requirements. Attendance recorded by the Learning Coach and verified by teachers ensure Reach is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year.

Entering attendance is expected to be taken seriously as a regular part of the school day for the Learning Coach. Reach verifies that the attendance records are accurate, which includes not only the attendance hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lesson and assignment completion can be used to estimate amount of student time spent on learning.

Student attendance is verified by both teachers and Learning Coaches and logged within Connexus. All students must complete assigned lessons and submit assessments. Students and/or their Learning Coaches must also participate in/respond to telephone calls, WebMail messages, and/or web conferencing (LiveLesson sessions) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Teachers also verify attendance records on a regular basis. If a teacher has concerns about the validity of a student's attendance records, he or she may revise the student's recorded hours of attendance based work completion rates and/or contact the school's Attendance Coordinator for further assistance. A Learning Coach is notified if attendance records are changed. Therefore, even if a Learning Coach records a high number of instructional hours in the attendance records, if a student's work completion rates are not on track and/or if he or she fails to communicate on a regular basis with the teacher, he or she is flagged for review using an Approaching Alarm or Alarm status. This Approaching Alarm or Alarm status is displayed in Connexus and requires follow-up action from the school to ensure that the student completes his or her lessons, assessments, and required weekly hours of attendance. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by state regulations.

Reach's administration monitors and review attendance records on a weekly basis. After a predetermined amount of time (usually 10 days) or as of a specific date (per state regulations), Connexus no longer allows a teacher or Learning Coach to edit past attendance records. Any requests for adjustments to the "locked" records must first go to the Family Connections Coordinator (in writing via WebMail or email) for review and approval and then to the Attendance Coordinator for adjustment.

While schools are not kept open for students or staff on weekends and select holidays, students may record attendance hours on Saturday and/or Sunday to meet their weekly requirements. However, if a student does not participate in school activities on any day Monday through Friday, his or her Learning Coach MUST enter 0 hours on this day.

These expectations and procedures for attendance are documented in the School Handbook, alongside the state requirements for weekly and annual hours of instruction. Parents must agree to the policies in the Handbook when completing enrollment. Attendance procedures are addressed in trainings for all stakeholders (Learning Coaches, students, teachers, and administrators). If a student accrues too many unexcused absences, Reach follows state law in reporting non-attendance and truancy.

III.C.a.4 How does the cyber charter school verify the authenticity of a student's work and how are exams proctored?

AUTHENTICITY OF STUDENT WORK

Reach uses **CheckMyWork by Unichack** — Students using the electronic drop box for written assignments are required to submit their work through a plagiarism-checking tool available to both students and teachers. The tool is employed extensively to verify the academic originality of written work, including essay questions, portfolio assignments, and other assessed items.

The variety of assessment forms Reach administers also promotes security. A student's work begins with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-, mid-, and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior are confronted immediately and subjected to standard disciplinary action. All students are required to sign the Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual

abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students must sign this Honor Code.

Curriculum-Based Assessments

Teachers use curriculum-based assessments (CBAs), via telephone conversation or in one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

Proctoring Exams

Reach students participate in state proficiency tests depending upon grade level. The school sets up in-person, proctored locations for state testing based on the geographic locations of the student population. Reach acknowledges that Section 1744-A (2) encourages cyber schools and school districts to work cooperatively to accommodate students' needs in mandated testing. If needed, and where applicable, Reach works with an intermediate unit or a school district to request reasonable access to facilities for the administration of standardized tests.

Testing sites may include locations such as hotel conference rooms, public library meeting rooms, local schools if available, private tutoring and learning centers, and local colleges. Test sites will be easy for families to find, safe, secure, and ideally will provide free parking. Geographic population maps will be created to identify areas where testing sites are needed based on student population. Sites will be reviewed annually to adjust for an increase in student population. Students will be assigned to a testing center. If a family has transportation issues and is not able to make it to a testing site, Reach will work with the family to make accommodations and may help with travel (via public transportation).

Connections will provide testing support. Connections currently provides services to approximately 32 virtual and blended public schools, some of which have successfully administered state tests for over 10 years. Connections' State Testing Services includes Connections maintaining and distributing a National State Testing Best Practices Manual to help facilitate the testing process. In addition, Connections will support Reach with the creation of a State Test Plan each school year. The test plan will address the tests, testing schedule, testing sites, student registration, test security, site security, and Special Education accommodations. The State Test Plan will also include a strategy to create an awareness and communication campaign for Reach families, track student registration, participation, and make-up testing, all to help ensure that the 95% testing requirement is met. In addition, Reach has recently hired their own state testing lead. Higher tiers of support are available and can include additional support up to and including Connections' responsibility of operational state test planning and project management.

All staff members serving as test proctors will be trained on the specific state rules and requirements for testing. This training will be conducted synchronously by the school's Testing Coordinator with staff members at least two to three weeks before testing commences. Each staff member will acknowledge via a data view in Connexus that they have been trained and understand the importance of maintaining test security.

Tests and related materials will be kept secure at the school site or an approved designated location. Paper and pencil tests, when transported to students throughout the state, will be moved in locked cases (like a locked suitcase or other device). The Connections State Testing Team will support Reach with online testing requirements and opportunities. Staff members will be trained on test security throughout the testing process. Results of these annual assessments will be reported to the Governing Board, and the DOE as well as communicated directly to parents when required by state law.

III.C.a.5 Describe the system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

MAINTAINING RECORDS AS REQUIRED UNDER FERPA

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. Reach ensures the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Reach follows the provisions of the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch.12), the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Pennsylvania Special Education Regulations and Standards and other student data privacy laws.

Reach uses Connexus to collect, manage, and maintain student records. The enrollment process is fully integrated with and supported through Connexus. Reach has contracted with Connections to use the enrollment service center for student placement support, as well as enrollment processing, set up, and support under the oversight of the Principal and in compliance with local, state, and federal law. Once the enrollment process is completed and students are placed into courses, the students appear to the teacher online, and the teacher can begin tracking, verifying, and reporting attendance.

Reach houses and maintains its physical records at its site in Harrisburg. Reach fully complies with the requirements of FERPA, a Federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's education records and "personally identifiable information" from unauthorized disclosure.

In Connexus, access to student information and data is controlled by a central team of administrators, trained in FERPA, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, are permitted to access student data that is permissioned using roles and locations. Data points and reports are assigned to roles, including Reach vendors who use student data for accounting and billing purposes. Access to the reports and all student data are controlled by these roles. Only users in a location with the correct roles meet the requirements to access the data.

All data accessed via Connexus are accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes is always be transmitted with secure FTP or over a private VPN that provides encryption.

In addition to the FERPA requirements, IDEA provides additional privacy protections for students who receive special education and related services. Part B of IDEA incorporates and cross-references FERPA. Reach is aware of the cooperation between FERPA and IDEA and adheres to the requirements of both. The school also complies with the Protection of Pupil Rights Amendment and the Children's Online Privacy Protection Act of 1998 ("COPPA").

Under FERPA, an enrolling student falls into one of the certain exceptions that allows for Reach to receive student education records from a previous school without the prior written consent of parents. However, upon enrollment, administrative personnel asks parents to provide written consent for the release of their student's education records by signing a Release of Records form, allowing the school to receive the information from the student's previous district. Reach uses the PDE Charter School Student Enrollment Notification Form for notification of a student attending a charter school as required. Per FERPA, there are other exceptions to the release of student education records without the prior written consent of parents. Reach is aware of such exceptions and outside of these, requires the written consent of parents for the release of their student's education records to a third party.

While FERPA is vast in its discussion of the review, amendment, and privacy rights related to education records, it does not speak to the retention and destruction of such records and does not include a records

retention plan. Along with a strict adherence to FERPA, Reach addresses compliance with a records management program that addresses the creation, maintenance, storage, and final destruction of records in accordance with Pennsylvania laws and regulations.

Requests to View Files

A parent/guardian has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which does not exceed the costs of duplication).
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Student Access Rights

When a student is 18 years of age or attending a postsecondary education institution, the right accorded to and consent required of a student's parent/guardian by law only be accorded to and required of the student. However, Reach recognizes that those students who remain enrolled at the school past the age of 18 are subject to Pennsylvania's educational age of majority of 21 years of age.

Parent Access Rights

A parent/guardian, eligible student, or designated representative has access to the student's education records within 45 days of receipt of written request in order to inspect, review or copy education records. A parent/guardian also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the parent/guardian, the Consent to Release Information form must be completed by the parent/guardian.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Accessing Records

Reach maintains a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The parent/guardian has the right to inspect the access record of their child's records.

Maintenance Records

The Director of Special Education is responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible young children are enforced and administered. This official:

- Annually notifies parents/guardians and eligible students of this policy, its procedures, and their rights. The notification is in their primary language unless it is not feasible to do so.
- Develops a system of safeguards which protects the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Is responsible for ensuring that all faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing consists of providing, at the least, yearly presentation of the information to staff and subcontractors.

Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, without the prior written consent of the parent/legal guardian or eligible student. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent. All other disclosure of student information to third parties requires the written consent of the parent/guardian or eligible student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined as student name, student WebMail address, state of residence, student telephone number, and student grade level) to third parties as permitted by FERPA.

If the parent/guardian or eligible student does not wish to have Directory Information released to third parties, she/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational records without Consent: Legitimate Educational Interest

Reach may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services.

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school must obtain written consent from the parent/guardian or eligible student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the parent/guardian or eligible student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information is released and their address.
- The signature of the requestor, and the date of the request.

III.C.a.6 How is technical support provided to students and parents (i.e. during what times of the day, how is it provided, etc.)?

TECHNICAL SUPPORT

Technical support is provided to teachers, students, administrators, and school staff. This allows teachers to do what they do best – teach students – while our highly trained, professional, and friendly technical support personnel provide support for Pearson Connexus.

Connections’ technical support team is dedicated to keeping your program online and class in session with a full range of support services included with every course and every solution. Fielding questions from students, teachers, and administrators, our experienced technical support team helps you expand online learning without unduly increasing your own technology staff’s workload.

Our full-time, support staff:

- Uses sophisticated remote diagnostic tools to “see” exactly what is occurring on the user-end and resolve those issues promptly from our end;
- Operates a help desk from 9 AM – 9 PM EST, Monday through Friday, to answer your questions promptly and courteously—by email and phone; and
- Responds to your after-hours messages and emails within the next business day.

Our technical staff excels at communicating technical issues in non-technical terms. Working with your students, they provide clear, direct answers to keep the focus more on learning and less on technology. Working with fellow IT professionals at your school, they “speak the same language” to get to the root of matters efficiently and collegially.

In addition, Connexus gives students, teachers, parents, and staff 24/7/365 access to an extensive searchable Online Help system and online training resources on topics such as:

- Using the digital learning platform;
- Troubleshooting problems with your personal computer;
- Using computer software;
- Getting organized in a digital environment; and
- Helping students succeed in an online environment.

The technology team also ensures Connexus is available 24/7/365. The technology team ensures enhancements to Connexus are developed, tested, and launched frequently.

SCHOOL SUPPORT HELP DESK

Connections provides just-in-time comprehensive support, troubleshooting, information, and guidance for all questions and issues reported directly to them by the school staff via the School Support Help Desk phone number. The School Support Help Desk helps with questions related to Connexus (functionality, permissions, roles, Data Views, exports, etc.), LiveLesson accounts, school year cycle, school or program procedures, and general how-to’s. The School Support Help desk is staffed with experienced educators with virtual teaching experience. The School Support Help Desks are staffed from 7:00 a.m. – 12:00 p.m. EST for school staff only.

III.C.a.7 Describe the hardware, software and Internet connections, and technical support provided.

HARDWARE, SOFTWARE, AND INTERNET REIMBURSEMENTS

We have included the technology specifications as they are being filled now in similar schools supported by Connections. The makes/models may vary but each unit has comparable performance specifications. To ensure equitable access for students, Reach provides each student with the following:

- One laptop computer per student in grades K–12
 - Hardware
 - HP model laptop
 - AMD series processor
 - 15.6-inch LCD LED display w/ integrated webcam
 - 4 GB 1600MHz (1 DIMM)
 - 500 GB Hard drive
 - 24X DVD/CDRW (fixed) (some models ONLY)
 - 10/100/1000 NIC
 - Broadcom® 802.11 a/b/g/n Wireless
 - Bluetooth 4.0®
 - 3 USB 2.0
 - Headphone/line out
 - Headset/Microphone combo
 - Software
 - Microsoft Windows 10* Professional
 - Microsoft Office 2013*
 - Microsoft Defender
 - Other software installed includes: Adobe Acrobat Reader, Flash Player, Shockwave Player, and Windows Media Player
 - ContentProtect® Internet filtering software
 - Unlimited Technical Support

*Older device may have Windows 7, Office 2010, and Symantec AntiVirus, but that is not true for a great deal of REACH devices, and is no longer standard issue.

- One printer per household: Each household is eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.
- Student Technology Reimbursement: Families arrange for Internet service for their students to attend school and are regularly reimbursed for the full cost of Internet service. Reach reimburses the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The reimbursement schedule is also factor in students enrolled in Reach’s various pacing models.

For students who are unable to arrange for Internet service, Reach works with them to help with securing high speed Internet access. If the student lives in an area that receives limited or poor Internet connections, the school works with the family on alternative methods for accessing

Reach online. One potential solution is to provide students with an educational Mi-Fi, through our agreement with Connections. Connections has experience with procuring educational Mi-Fi for students in other schools they support through Kajeet, a company recommended by Verizon. Kajeet provides a solution using a Verizon Mi-Fi running on the Verizon 4G LTE network with their Sentinel cloud portal that provides CIPA compliant filtering to keep students on task.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, Reach ensures the families are reimbursed for Internet expenses over the summer months.

SUPPLYING TECHNOLOGY

Through the Statement of Agreement, Reach contracts with Connections to supply technology to students. When a student enrolls, the appropriate equipment and technology is ordered during the initial enrollment phase. When the enrollment is processed, the system generates an XML file that is sent to the Connections warehouse to expediently fulfill the equipment order. A laptop with preloaded software, necessary to fully access and support the Connections curriculum, is sent to the student's home.

A Computer Setup Guide with instructions, a list of materials, and Technical Support CDs are included in the package. The instructions include contact information for technical support and detailed information regarding the equipment. A friendly technical representative is available to assist the student with setting up the equipment and provide any required logistical support.

In addition, the Computer Setup Guide includes steps for connecting to the Internet, logging into Connexus, and Frequently Asked Questions.

This seamless process allows for an effective and efficient start for the student and family.

REFRESHING STUDENT TECHNOLOGY

Reach contracts with Connections, through the Statement of Agreement, to refresh student technology. Connections has extensive experience supplying and refreshing technology for thousands of students in the schools they support throughout the country. Connections completes an annual student technology refresh campaign where student devices (laptops) that have been with the same student/household for three or more years are eligible to be refreshed. If a household elects to participate in the refresh campaign, they receive a refreshed device loaded with the most current student image and operating system, which meets technology performance requirements. The laptops are equipped with Internet security features.

Connections processes all returns from students as well. They work with families to coordinate the return including arranging for pick up from students' homes. The Computer Setup Guide specifically addresses instructions for equipment returns for repair or withdrawal. It also advises the student, upon original receipt of the equipment, not to throw away any equipment boxes or packing materials so they may be used for a return or repair if necessary.

Timing and Process Steps

- The process occurs between October 1 and December 31 each year.
- Connections uses its proprietary asset management system data, AssetAware (AA), to identify eligible computers to be refreshed (laptops that have been assigned to the student for three or more years).

- A WebMail is sent to the parent of the household to alert them of their eligibility; this WebMail links to a Data View in Connexus where they can choose to participate in the refresh campaign.
- The Data View remains open for eligible households for at least two weeks.
- After the Data View is closed, results are pulled to identify which students have chosen to participate in the refresh.
- An order for a refreshed device is placed and sent to the warehouse.
- Return instructions and a pre-paid UPS return label is mailed to each participating household.
- Upon receipt of the refreshed device, the household must return the older device.
- There is no cost to the families for participating in the refresh process (all shipping and handling is paid for by Connections through the Statement of Agreement with Reach).

REPAIRING AND REPLACING TECHNOLOGY

Computer risk assumption is covered through the Statement of Agreement with Connections on a limited basis. Connections builds in replacement assumptions as part of their comprehensive technology offering and it is covered in the Student Technology Assistance Services fee.

As Connections provides similar services for cyber schools throughout the country, they have sufficient stock to provide replacement equipment. The mission of Connections is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Therefore, they strive to minimize any learning downtime for students and often ship a replacement unit before the repair unit is received.

Connections has developed several proprietary technology workflows to expedite and streamline the process. They have detailed quality assurance policies for new and returned equipment to ensure each student receives a clean image when his/her equipment arrives. Samples of technology workflows that have been created specifically to meet the needs of students enrolled in schools supported by Connections include:

- Receiving Technology
- Pre-Image Inspection
- Image: Desktop/Student Image
- Image: Laptop/Student Image
- Image: Laptop/Enterprise Image
- Post Test: Desktop/Student Image
- Post Test: Laptop/Student Image
- Post Test: Laptop/Enterprise Image
- Cleaning Unit
- Repair: Post Repair Inspection Laptop
- Packaging

Connections provides all protective packaging and form-fitting foam insulation for all laptop shipments to minimize in-transit damage allowing for round trip protection for equipment.

Connections maintains sufficient safety stock for exchanges and repairs to minimize downtime for students. Connections currently provides inventory warehouse management services for 35 virtual public schools in 29 states serving more than 70,000 students. The technology hardware inventory includes:

- Handling all to and from shipping of the inventory to the designated user, as directed by Reach;
- Collection efforts of unreturned inventory;
- Inventory repair (if under warranty) and cleaning; and
- Inventory storage.

III.C.a.8 If “spyware” is used on student computers describe the type of spyware used and explain the purpose of the use.

ContentProtect® Internet filtering software is used on student computers. Technical Support assists families with installing programs that enable automatic blocking of adult, phishing, and identity theft sites via DNS filtering. Technical Support can assist families with modifying browser security settings that limit potential malicious activity and installing ContentProtect.²⁹

III.C.a.9 Does the cyber charter school have a written policy on cyber bullying and how is the policy made known to parents and students?

CYBER LEARNING POLICIES

Reach encourages the use of technology to promote students’ learning. Teachers provide a safe environment for their students to ask questions without the fear of hurtful behavior from other students in the cyber class. The personal rapport that each teacher develops with his/her students ensures a safe learning environment for all.

The Board plans to select a technology provider that has all computers equipped with heightened Internet security settings, and activated Internet filtering software.

Reach strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or other destructive actions that may cause emotional and/or physical harm to students. School policies regarding these prohibited behaviors are documented in the school handbook. Staff trainings regarding student safety are a critical part of the Connections professional development plan. Reach educates administrators, teachers, families and students on bullying prevention strategies and techniques. Part of the training stresses the impact of bullying and why it is important for schools to develop and sustain bullying prevention strategies. As required by law, Reach posts a copy of its Anti-bullying Policy on its website.

Reach encourages the promotion of positive interpersonal relations between members of the school community, and defines harassment, intimidation, bullying, cyber-bullying, or hazing toward a student, whether by other students, staff, or third parties, as “prohibited behaviors” that is not be tolerated. The school handbook explains that this prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected groups, such as sex, sexual orientation, race, color, national origin, marital status, age, or disability. The Board does not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation.

²⁹ https://www.contentwatch.com/products/contentprotect_pro/

This policy applies to all school-related activities, including but not limited to cyber school-related activities such as LiveLesson sessions; participation in clubs, activities, WebMail messages, discussions, and message boards; and in-person activities such as state testing, field trips, open houses, and any other in-person school-related activities on or off school property. The school handbook makes it clear that every student is encouraged, and every staff member is required, to report any situation believed to be prohibited behavior directed toward a student. All reports are investigated with appropriate disciplinary consequences as laid out in the school handbook.

III.C.B. TRUANCY POLICIES

III.C.b.1 Describe the cyber charter school’s Policy on Truancy. What constitutes truancy (number of days not attending, number of days inactive?) When are parents contacted? How is contact made (phone call, email, home visit, etc.)? Attach copies of all forms used.

If the students’ teachers become aware that the student is not fully participating as outlined above, the student is marked absent at the teacher’s discretion. The Principal, Attendance Coordinator, or teacher may override the number of attendance hours previously entered by a Learning Coach or parent/guardian, changing the attendance hours to a 0, if the student’s teacher(s) believe the student has not participated as required. These absences are considered “unexcused.” The final decision about whether an absence is considered excused or unexcused is made by the Attendance Coordinator or Principal. The school is required to report three (3) unexcused absences to the student’s District of Residence to initiate truancy proceedings and involve additional community and county partners for support. Reach is required to record student attendance in the same way as traditional public schools. If a student is not adequately engaging in the online program, or has accumulated more than three (3) unlawful absences, the school is required to notify the parent/guardian, in writing and work with the parent/guardian, and/or Learning Coach to create a School Attendance Improvement Plan (SAIP). If the student continues not to engage in the program, Reach contacts the student’s District of Residence. Please see our truancy policy in figure 39.

Unexcused Absences	Plan of Action
1. One (1) unexcused absence	Parent/guardian receives a phone call and webmail notification that the absence is unexcused and that penalties may be enforced.
2. Second unexcused absence	Parent/guardian receives a phone call and second webmail notification that a second unexcused absence has occurred and that additional penalties may be enforced.
3. Third unexcused absence	Parent/guardian receives a phone call and written notification of three (3) unexcused absences and the student’s District of Residence is notified.
4. Fourth unexcused absence and fifth unexcused absence	Parent/guardian receives a phone call and webmail, which outlines next steps with regard to a mandatory School Attendance Improvement Plan (SAIP) with school staff. Three (3) attempts are made to hold a meeting with the parent/guardian to discuss the SAIP; however the meeting can be conducted without the Parent/guardian if they are unable to attend. Students with an IEP or 504 are contacted about a meeting to review attendance concerns.
5. Habitually truant status (having six (6) or more	Parent/guardian is notified by phone call and

Unexcused Absences	Plan of Action
unexcused absences during the current school year)	webmail of absences and invited to attend a truancy diversionary program Live Lesson. For students under fifteen (15) years of age, the school makes a referral to other community-based attendance improvement programs or Children and Youth in the student’s local area. The local district may also file truancy charges. For students (15) fifteen years of age and older, the school makes a referral to other community-based attendance improvement programs in the student’s local area. The local district may also file truancy charges. Children and Youth may also be contacted if the student does not attend the community program.
6. Ten (10) unexcused absences	After ten (10) consecutive absences, the student is withdrawn from Reach for truancy, and the resident district is notified of the withdrawal. Students that reside in the city of Philadelphia are referred to the Go Program.

Figure 39. Truancy Policy

Reach works closely with families in the event a student has unexcused absences from school. Our goal is to work collaboratively with families to prevent truancy and improve student attendance and achievement. The above process is outlined by the Pennsylvania Department of Education and is consistent with compulsory attendance laws of the state of Pennsylvania.

III.C.b.2 Explain in detail the process and procedures the cyber charter school uses to notify a student’s school district of residence of a student’s truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.

The school is required to report three (3) unexcused absences to the student’s District of Residence to initiate truancy proceedings and involve additional community and county partners for support. Reach sent notification letters monthly to resident districts in October and November of 2017 listing students with three or more unexcused absences. Starting in December and continuing through the end of the school year, letters were sent twice a month to each resident district that had students with three or more unexcused absences during the period. Roughly 35 districts were sent letters each period and nearly 125 districts received truancy notifications at some point during the 2017-2018 school year. Please see the Appendix M (Truancy Forms and Communications) for sample communications.

III.C.b.3 Provide a copy of the cyber charter school’s policies and procedures regarding attendance, truancy and withdrawal.

Please see the Appendix M (Truancy Forms and Communications) and Appendix N (Student Handbook) for attendance, truancy and withdrawal procedures. In addition, the attendance procedure is outlined starting on page 186 and truancy starting on page 198.

III.C.C. EXTRACURRICULAR ACTIVITIES

III.C.c.1 Does the cyber charter school maintain any agreements with local school districts regarding participation of cyber charter school students in extracurricular activities? If so, please explain the agreement(s)?

There are some students participating in extracurricular activities at their local school districts, but Reach does not maintain any agreements with the local school districts.

III.C.c.2 Does the cyber charter school host any social events for enrolled students? If so, explain. Are they available to all students?

Reach hosts field trips, STEM activities and back-to-school events. While some might be geared toward a certain grade level or grade level band, they are generally available to all students.

FIELD TRIPS – GRADES K-12

Students have the opportunity to participate in regular field trips and outings throughout Pennsylvania facilitated by program staff and Community Coordinators (parent volunteers). Reach offers a wide range of field trips with a special focus on providing STEM-related activities when possible. Field trips provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on trips to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout the state. Many of the field trips provide STEM activities or have assignments based on STEM themes.

While not an exhaustive list, examples include visits to³⁰:

- Everhart Museum – Natural History, Science & Art – Scranton
- Loyola Science Center – Scranton
- Great Valley Nature Center – Devault
- Valley Forge National Park – Valley Forge Academy of Natural Sciences – Philadelphia
- State Museum of Pennsylvania – Harrisburg Quiet Valley Living History Farm – Stroudsburg
- Longwood Gardens – Kennett Square
- Explore & More – Gettysburg
- Carnegie Science Center – Pittsburgh
- National Aviary – Pittsburgh

Field trips also are focused on college and career readiness for the secondary students. Field trips to local universities and colleges such as Pennsylvania State University, the University of Pennsylvania, Temple University, and the University of Pittsburgh are scheduled. In addition, it is anticipated that field trips are organized to explore local businesses and attendance at college and career fairs.

The intent of the field trips are mission-focused as well as focused on school and community. It allows many of the families to connect with each other, connect with the local community, and connect with their educational goals. Reach plans to be a school with multiple “connections” throughout the state to ensure that all students are served.

³⁰ <http://www.fieldtrip.com/pa/index.html>

We list field trips and back to school night events that took place in the past year.

- April 10, 2017 – ABC27 Feature on WeatherSTEM
- September 8, 2017 – B2S Harrisburg
- September 12, 2017 – B2S Philadelphia
- September 14, 2017 – B2S Allentown
- September 26, 2017 – B2S –Scranton
- September 27, 2017 – Erie
- September 28, 2017 – B2S Pittsburgh
- October 31, 2017 – Stream Day Camp – Lebanon, PA
- November 14, 2017 – Drone Camp at Harrisburg
- November 17, 2017 – Steamtown NHS
- November 17, 2017 – Strasburg Railroad
- January 11, 2018 – PA Farm Show
- February 21, 2018 – Pulakos Chocolate Erie
- March 14, 2018 – PI Day AT Harrisburg University Philadelphia Campus
- March 26, 2018 – Stream Studies at Columbia Crossing



III.C.D. SCHOOL SAFETY

III.C.d.1 Please attach a copy of your School Safety Plan.

Please see our School Safety Plan outlined below.

STUDENT SAFETY

Reach provides a safe and supportive environment by keeping students safe from online predators and solicitors. Reach takes student safety and well-being seriously. Reach is committed to following and implementing health and safety requirements applicable to public cyber charter schools. Students should be able to learn in a safe and comfortable environment. Reach requires two courses focused on safety:

- Internet Safety - An Internet Safety Course for students, parents, and Learning Coaches is provided by Connections. It is an i-SAFE course that provides information about the various threats, challenges, and safety protocols needed to work and learn online. It contains valuable information about practicing safe behaviors online. This course is also required training for all school staff.
- Students in Distress: Recognizing and Responding - The Connections course, Students in Distress: Recognizing and Responding, is required for all staff and designed to help teachers and other school staff become familiar with the signs of distress such as bullying/cyber bullying, neglect and abuse, depression or other issues that would keep them from doing their best and to know how to respond promptly and professionally when they observe such signs or behaviors.
- All members of school staff must complete the trainings at the beginning of the school year, and then refer to the trainings throughout the year as needed. Completion of trainings is tracked to ensure all staff members have completed them in a timely manner.
- Learning Coaches are asked to communicate and collaborate with teachers and other school staff as the staff members work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns and to always keep student safety and well-being at the center of the conversation.
- Technical Support assists families with installing programs that enable automatic blocking of adult, phishing, and identity theft sites via DNS filtering. Technical Support can assist families with modifying browser security settings that limit potential malicious activity and installing ContentProtect.³¹

SCHOOL SAFETY PLAN

Reach recognizes its need for a school safety plan (22 Pa. Code Chapter 10 et seq.)

Reach is committed to providing a safe, orderly learning environment for students. The Board has developed a comprehensive school safety plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations. The steps taken to review and modify the final safety plan included the following:

³¹ https://www.contentwatch.com/products/contentprotect_pro/

- Forming a School Safety Committee that included: Board; school administration, community representatives; representatives of the local police and fire department; and parents.
- Reviewing Act 26, “The Safe Schools Act”.
- Reviewing the local school districts safety plans to ensure accordance.
- Reviewing safety plans from other municipalities for content and presentation ideas.
- Developing goals and timelines.
- Drafting school safety plan.
- Circulating draft safety plan to the Board, the school administration, and community partners for review.
- Finalizing the School Safety Plan.

School safety is the primary responsibility of the Principal and her designee. She oversees the security systems of Reach as well as the behavior of the students and reporting Act 26 violations. In addition, all staff members are expected to report to administration any inappropriate behavior in the school environment. It is the primary responsibility of staff to create a climate of respect and educational focus. Students are also expected to set a tone of respect, order, and purposefulness. Particular responsibility falls to staff to model good and safe behavior and to correct or report to the school administration inappropriate or unsafe behavior or events.

In accordance with 23 P.S. 6311 et seq, all school employees are mandated reporters and must report suspected abuse as follows:

When child abuse is suspected, the law requires the school employee to immediately make an oral report of suspected child abuse via the statewide toll-free telephone number ChildLine at 1-800-932-0313 or an online written report.

If a school employee makes an oral report to ChildLine, the school employee must follow-up with a written report, which may be submitted electronically, within 48 hours.

A mandated reporter must personally make the report. Reach administration may assist the school employee in making the report (for example, sit with school employee for support if the school employee is uncomfortable in the process) as long as they do not interfere in any way with the making of the report. Afterward, the school employee should inform administration about the report.

The school employee is not required to investigate or be certain of the abuse, or even know the name of the person who is suspected of abusing a child. The responsibility is to make a report when the school employee has reasonable cause to suspect child abuse. ChildLine forwards the report to the appropriate county child welfare agency, who investigates the circumstances and may contact school employee for additional information or if there are additional questions.

Reach requires that all employees receive the mandated reporting training. Mandated reporters who hold a professional license or certification under the Department of State and mandated reports who work for an agency that is licensed, supervised, or registered with the Department of Human Services is required to receive training.

POSSESSION OF WEAPONS

Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law. A weapon includes but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury. A student is considered in possession of a weapon when the weapon is found on the person of the student, in the student's locker, desk, backpack, or in the student's vehicle, and the weapon is under the student's control while the student is on school property, on property being used by the school, at any school function or activity, at any school-sponsored activity held away from the school, on any conveyance providing transportation to a school or school-sponsored activity, or while the student is on his/her way to or from school.

Reach prohibits students from possessing and bringing weapons and replicas of weapons into any school buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.

The Board expels for a period of not less than one year any student who violates this weapons policy. Such expulsion is given in conformance with formal due process proceedings required by law and Board policy. The Principal may recommend modifications of such expulsion requirement on a case-by-case basis (24 P.S. 13-1317.2).

In the case of a student with a disability, including a student for whom an evaluation is pending, Reach takes all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Principal designee reacts promptly to information and knowledge concerning possession of a weapon. Such action is in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the school's emergency preparedness plan (22 Pa Code Chapter 10 et seq).

The Principal immediately reports incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies (22 Pa Code Chapter 10 et seq).

The Principal notifies the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Principal informs the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Principal documents attempts made to reach the parent/guardian (22 Pa Code Chapter 10 et seq).

In accordance with state law, the Principal annually, by July 31, reports all incidents involving possession of a weapon to the Office for Safe Schools on the required form (24 PS 13-1303-A).

The Principal annually informs staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

III.C.d.2 Describe the cyber charter school's student assistance programs (SAP). Include in the discussion information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.

Reach implements the Commonwealth's Student Assistance Program (SAP) which is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. Through the program, Reach uses the Issue Aware Ticket System to identify students who need assistance. Teachers, Counselors and Principals can be part of the SAP team at the school that aims to help students overcome these barriers so they can achieve, remain in school, and find success in learning. The counselor works with school leadership to ensure all staff members are trained on the SAP policies and procedures. Reach works with a Commonwealth-approved training provider to ensure that team members have received up-to-date professional training consistent with accountable standards and appropriate procedures. A minimum of four Reach team members attend the three-day training and complete the associated work. If any of those four trained personnel leave the school, Reach ensures replacements are also trained. Reach sets aside at least seven hours of in-service/faculty meeting time throughout the first calendar year for program implementation. Reach also sets aside time each week for SAP team work.

The counselor actively seeks resources in the communities which families may need to address the personal and social needs of the child. The counseling program is based on the American School Counselor Association framework, encouraging membership for all professional school counselors, and abiding by their legal and ethical standards of practice.

The counseling team has an established system for early identification of students who are behind in earning high school credits, or those who are off track for graduation. Once identified, counselors work with these students to identify support needed to be successful in earning credits, and a plan to try to get back on track to graduate with his/her cohort. Specifically, school counselors are working directly with students to identify a course of study that works to get the student back to graduating with his or her cohort. Potential options include credit recovery courses, additional credits each semester, block scheduling, and summer school. Counselors work with students and families individually to identify what is best for the needs of each student. Further, counselors work with students individually and in groups to instruct students on the mindsets and behaviors necessary to be a successful cyber student. Students learn about organizational and time management skills, assertiveness in working with teachers, and the skills necessary to become a self-regulated learner.

The technology available in Connexus allows for teachers and counselors to monitor students' participation and performance in course work to identify students who are behind in lessons or performing poorly in current courses. Teachers and counselors assist these students in successfully completing courses through frequent calls and access to additional resources, as needed.

III.C.d.3 Describe the cyber charter school's expectations for student behavior and discipline. Explain how the cyber charter school's discipline policy complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, particularly with respect to due process for students.

Reach is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and conveys this commitment through its written policies—in the form of the school handbook, which all students must review as part of the enrollment process—and its collaboratively developed school culture.

STUDENT CONDUCT POLICIES

The school has a detailed student handbook (Student handbooks are provided in Appendix N) that includes a clear and fair set of roles and responsibilities for students, Learning Coaches, and school staff that complies with the students' due process rights and aligns with the school's mission. Parents/guardians are provided with access to the handbook at the beginning of the enrollment process.

Appropriate conduct is expected of all students. As a personalized, high-expectation cyber school, Reach anticipates being able to effectively manage student discipline issues. The expectations for student conduct are explained in the handbook and includes steps to be followed in the event of misbehavior. Reach follows formal due process procedures to manage the discipline of students. In addition, the cyber curriculum allows the school to minimize academic interruptions caused by suspensions; students may be expected to work regardless of their disciplinary status.

The school regards academic honesty as key to its mission, and expects all stakeholders to understand that cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities. By engaging in academic misconduct, students cheat themselves of the opportunity to fully develop their intellectual abilities. As part of the school start-up tasks, all students are required to sign the Honor Code indicating their understanding of the expectations of academic honesty. It is expected that students adhere to the Honor Code throughout the school year, and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student. The Honor Code serves to reinforce students' commitment to academic excellence and integrity. Students and parents suspected of inappropriate academic behavior are confronted immediately and subjected to standard disciplinary action as described in the handbook.

The handbook includes practices the school uses to promote effective discipline, a list of offenses which may result in suspension or expulsion, an explanation of the rights of students with disabilities, and policies and procedure for due process. Reach establishes and adopts suspension and expulsion policies that are distributed in the school handbook. Reach's discipline, suspension, and expulsion policies are in accordance with student's rights and with applicable law.

Reflected in the school handbook is a careful protection of the rights of disabled students through the fair application of due process. A student with a disability may be removed from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement.

Reach does not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal under applicable state and/or federal laws (24 P.S. section 17-1723-A(b)(1)).

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code (which adopt by reference 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536) as well as the Procedural Safeguards Notice available through PaTTAN.

Reach personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate

interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, Reach must, during any subsequent days of removal in that school year, provide services to the extent required.

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see Manifestation determination) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described herein under Services. The child's IEP Team determines the interim alternative educational setting for such services. Under Pennsylvania special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year is considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Reach is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. Reach is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by Reach.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition herein), then school personnel, in consultation with at least one of the child's teachers, determines the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition herein), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), Reach, the parent, and relevant members of the IEP Team (as determined by the parent and Reach) must

review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of Reach' failure to implement the child's IEP.

If Reach, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability.

If Reach, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Reach' failure to implement the IEP, Reach must take immediate action to remedy those deficiencies.

If Reach, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless Reach had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described herein, Reach must return the child to the placement from which the child was removed, unless the parent and Reach agree to a change of placement as part of the modification of the behavioral intervention plan.

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Reach;
- Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of Reach; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the PDE or Reach.

Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Reach must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals

A removal of a child with a disability from the child's current educational placement is a change of placement requiring a NOREP/prior written notice if:

- The removal is for more than 10 consecutive school days; or
- The removal is for 15 cumulative school days total in any one school year;
- The child has been subjected to a series of removals that constitute a pattern because:
 - The series of removals total more than 10 school days in a school year;
 - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;
- Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and
- Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Reach and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are changes of placement, and removals under additional authority and special circumstances.

General

The parent of a child with a disability may file a due process complaint to request a due process hearing if he or she disagrees with any decision regarding placement made under these discipline provisions; or the manifestation determination.

Reach may file a due process complaint to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

The hearing officer may:

- Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Reach believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

When the parent or Reach has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the PDE or Reach agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Intellectual Disabilities

The disciplinary removal of a child with intellectual disability attending Reach for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with intellectual disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, Reach may suspend on a limited basis a student with intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than intellectual disability could be suspended.

Protections for Children not yet Eligible for Special Education and Related Services

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Reach had knowledge before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described herein.

Basis of Knowledge for Disciplinary Matters

Reach must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
- The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
- The child's teacher, or other Reach personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Reach's director of special education or to other supervisory personnel of the Reach.

Reach would not be deemed to have such knowledge if:

- The child's parent has not allowed an evaluation of the child or refused special education services; or
- The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

If prior to taking disciplinary measures against the child, Reach does not have knowledge that a child is a child with a disability, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Reach, and information provided by the parents, Reach must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements.

Referral to and Action by Law Enforcement and Judicial Authorities

The state and federal regulations do not:

- Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
- Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

If Reach reports a crime committed by a child with a disability, then Reach must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

III.C.d.4 Provide a copy of the Student Handbook and/or other materials that are used to detail behavior and consequences for students.

The Student handbook is provided in Appendix N.

III.C.d.5 Discuss the cyber charter school's suspension/expulsion history. Describe the interventions/processes put into place to reduce the number of suspensions and expulsions to affect this progress. If there are concerns regarding suspensions/expulsions, describe the steps/adjustments being made to address these concerns.

Reach does not have any concerns with suspensions/expulsions. There have been zero suspensions/expulsions since the opening of Reach. The interventions/processes in place (specifically the warnings) are working.

POLICIES REGARDING EXPULSION AND SUSPENSION

All students enrolled in the school are expected to conduct themselves in accordance with the rules for the school, and parents and Learning Coaches are expected to cooperate with the school staff in helping students to maintain this conduct. The student code of conduct is included in the student handbook.

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

Warning

Students that receive warnings from the school have a conference (via phone or in person) with their parent(s) and the school administrator(s), and the incident are formally documented in writing and become part of the student's permanent record. The student does not have a disruption in schooling and will not be removed from the class (Connexus).

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

Suspension

When a student is suspended, he or she is temporarily removed from Connexus or a school sponsored program or activity. The length of a suspension is determined by the Principal (up to 10 days at a time). A suspension is documented in writing and becomes part of a student's permanent record.

During a period of suspension as defined by the Principal, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Criminal or delinquent acts are acts defined as criminal under federal and state law, and any applicable municipal or county criminal ordinances.
- Sexual harassment means unwelcome or unwanted conduct of a sexual nature (verbal, non-verbal or physical) when submission to such conduct is made either explicitly or implicitly a term or condition of the advancement of a student in school programs or activities such that this conduct substantially interferes with a student's learning or creates an intimidating, hostile or offensive learning environment.
- Disruptive conduct means willful conduct which: (1) materially and in fact disrupts or interferes with the operation of the school or the orderly conduct of any public school activity, including individual classes; or (2) leads an administrative authority to reasonably forecast that such disruption or interference is likely to occur unless preventive action is taken.
- Gang related activity is disruptive conduct.
- Refusal to identify self means a person's willful refusal, upon request from school personnel known or identified as such to the person, to identify himself or herself accurately.
- Refusal to cooperate with school personnel means a student's willful refusal to obey the lawful instructions or orders of school personnel whose responsibilities include supervision of students.
- Cheating on tests or daily work: A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- Plagiarism: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- Abusive conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- Bullying: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.

- Harassment: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- Vandalism: A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- Theft and robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- Violation of acceptable use policy: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- Repeated violation of any disciplinary issues.

Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion is documented in writing and becomes part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The school does not discipline students protected under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA) unless the school complies with the requirements of those acts.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Please refer to the previous description of discipline for students with disabilities. If a student with a disability violates a code of conduct, he or she is disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school determines if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school applies the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school conducts a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

DUE PROCESS FOR STUDENTS (22 PA. CODE SECTION 12-6-12.8)

Exclusion from School may take the form of suspension or expulsion.

- 1) Suspension is exclusion from school for a period of from one to 10 consecutive school days.
 - (i) Suspensions may be given by the Principal or his/her designee.
 - (ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
 - (iii) The parents or guardians are notified immediately in writing when the student is suspended.
 - (iv) When the suspension exceeds three school days, the student and parent are given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.
 - (v) Suspensions may not be made to run consecutively beyond the 10 school day period.
 - (vi) Students have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board.
- 2) Expulsion is exclusion from school by the Board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.
 - (i) During the period prior to the hearing and decision of the Board in an expulsion case, the student is placed in his/her normal class except as set forth in subsection (ii).
 - (ii) If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded is provided with alternative education, which may include home study.
 - (iii) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and is provided an education.
- 3) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial, or correspondence study, or another educational program approved by the Principal.
- 4) Within 30 days of action by the Board, the parents or guardians submit to Reach written evidence that the required education is being provided or that they are unable to do so. If the parents or guardians are unable to provide the required education, Reach, within the 10 days of receipt of the notification, make provision for the student's education. A student with a disability is provided educational services as required by the Individuals with Disabilities Education Act 2004.
- 5) If the approved educational program is not complied with, Reach may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child receives a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

Hearings

- (a) *General.* Education is a statutory right, and students are afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

- (b) *Formal hearings.* A formal hearing is required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel a student. The following due process requirements is observed with regard to the formal hearing:
- 1) Notification of the charges are sent to the student’s parents or guardians by certified mail.
 - 2) At least three days’ notice of the time and place of the hearing are given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures are included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 - 3) The hearing is held in private unless the student or parent requests a public hearing.
 - 4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 - 5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - 6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - 7) The student has the right to testify and present witnesses on his/her own behalf.
 - 8) A written or audio record shall be kept of the hearing. The student is entitled, at the student’s expense, to a copy. A copy is provided at no cost to a student who is indigent.
 - 9) The proceeding is held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing is held as soon as reasonably possible:
 - (i) Laboratory reports are needed from law enforcement agencies.
 - (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
 - (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
 - 10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- c) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.
- 1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
 - 2) The following due process requirements is observed in regard to the informal hearing:
 - (i) Notification of the reasons for the suspension is given in writing to the parents or guardians and to the student.
 - (ii) Sufficient notice of the time and place of the informal hearing is given.
 - (iii) A student has the right to question any witnesses present at the hearing.
 - (iv) A student has the right to speak and produce witnesses on his/her own behalf.
 - (v) Reach offers to hold the informal hearing within the first five days of the suspension.

IV. PLANS FOR THE FUTURE

If the charter is renewed, what are the plans for the next five years?

Reach Cyber Charter has experienced rapid growth during its first two years, doubling in size from the start of its opening day to the end of its first year and again during its second year. This rapid growth presents challenges as students new to cyber education and educators new to cyber education are all on-boarded and learn how to best teach and learn in this environment.

The goals in the initial charter application set ambitious targets for achievement. Unfortunately, there are a number of goals for which the school’s data in its first two years is trending under those targets. In this renewal application, new targets have been set using actual achievement in the first two years of the school’s operation as a baseline for growth. It is our belief that all students can achieve at high rates and that it is our job as a school to support students in meeting those goals. We believe the goals and targets set forth in this renewal application recognize students’ current levels of achievement. At the same time, they drive the school to take great strides over the length of the renewal period toward the high levels of achievement we want and expect for our students and our school.

As the school has grown, these first two years, so has its capacity. The administrative and student support structures have developed and become stronger. As the school continues to grow, it is expected that Reach will continue to increase and improve both its academic and outreach offerings in the coming years.

STEM instructional coaches were added for the 1819 school year and “STEM in a Box” materials were shipped to all students to increase the use of STEM learning across all content areas and grades. In the next charter period, the school will focus on providing real-world hands-on experiences in STEM education to its students through partnerships and in synchronous lessons provided by teachers and experts in the field.

CURRENT AND PROJECTED 5 YEAR STUDENT ENROLLMENT

We include the current and projected five year enrollment in figure 40.

Figure 40. Current and Projected 5 year Enrollment

Year	Enrollment
2018-2019	2,697
2019-2020	3,032
2020-2021	3,264
2021-2022	3,432
2022-2023	3,563
2023-2024	3,672

REACH MEASURABLE GOALS AND OBJECTIVES

Reach has established a number of academic and non-academic goals. The details of the goal and how the metric is calculated is presented first, followed by figure 41 which shows the goal targets for a five year period.

MEASURABLE ACADEMIC GOALS AND OBJECTIVES TO PROMOTE STUDENT LEARNING

Goal Area: Meeting Pennsylvania Academic Learning Standards

Goal A1: Students at Reach will meet the Pennsylvania Academic Learning Standards as evidenced by their performance on the annual state assessments and the school's School Performance Profile (SPP) rating. Ratios will be calculated for each subject-grade combination, and an overall average is calculated across ratios and weighted by the number of students taking each particular test.

Goal A2: Students at Reach will meet the Pennsylvania Academic Learning Standards as evidenced by their performance on the annual state assessments and the school's School Performance Profile (SPP) rating.

Goal Area: Meeting the Academic Needs of All Students

Goal B: Subgroups with a measurable number of students to reliably calculate performance gaps that have a performance gap will decrease their performance gap in the year after a performance gap is identified. A performance gap is defined as a statistically significant difference between passing rates on state assessments between a particular subgroup and the school as a whole. A measurable subgroup is defined as any subgroup of students reported for accountability purposes that consists of at least 40 students during each of the years of any two-year period (e.g., Year 1 and Year 2) in which this goal is examined. Subgroup gaps will be examined separately by subgroups and within tested subject areas (e.g., math) on the Pennsylvania state assessments.

Goal Area: Demonstrating Academic Growth

Goal C: Students at Reach will demonstrate academic growth as evidenced by interim assessments. Academic growth will be calculated for students that took both the pre- and post-test for the associated interim assessment. Students will either show growth from pre- to post-test or will score proficient or better on the post-test. English Language Arts and math will be calculated separately and averaged.

Goal Area: Participation and Performance in STEM Activities

Goal D1: Students at Reach will demonstrate interest in STEM-related topics as evidenced by their participation and performance on various STEM-related offerings made available to students. Reach intends to offer a variety of STEM experiences for students. These include advanced STEM courses (defined as any STEM course that is above the chronological grade level of the student or a STEM course labeled as Gifted and Talented, Honors, or Advanced Placement® (AP), an experiential elective independent study course for high school students, STEM-oriented extra-curricular activities, STEM-oriented enrichment activities and STEM-oriented field trips.

Goal D2: Students at Reach will demonstrate interest in STEM-related topics as evidenced by their participation and performance on various STEM-related offerings made available to students. A high percentage of FAY students enrolled in an advanced STEM courses will complete the course and earn a grade of B or better.

Goal Area: Academic Grade Progression

Goal E: Students at Reach will demonstrate their learning through grade-level promotion and earning an appropriate amount of credit towards graduation on a yearly basis. A high percentage of Full Academic Year (FAY) students will be promoted to the next grade (K-8) or earn at least one fourth of the required high school credits for a standard diploma in the school year (grades 9-11). This will be assessed as of the end of the school year as compared with the beginning of the school year. FAY students are defined as a student enrolled by October 1st of any given year and remaining enrolled through the end of the academic year.

Goal Area: Preparation for Postsecondary Success

Goal F1: Seniors at Reach will be prepared for post-secondary success as evidenced by the percentage of Full Academic Year 12th graders entering the year on track to graduate that graduate by the end of the year.

Goal F2: In addition, for a significant percentage of these graduates, a plan will be in place that indicates that they will be pursuing, based on the students' post-graduation plans, one of the following post-secondary options: acceptance into a two- or four-year college, acceptance into an accredited vocational school, and/or joining a military service branch.

MEASURABLE NON-ACADEMIC GOALS AND OBJECTIVES TO PROMOTE STUDENT PERFORMANCE

Goal Area: Parent Satisfaction

Goal G: Parents of students will perceive their placement positively as measured by the 21 Parent Satisfaction Survey questions that are most directly affected by the school. The survey is administered annually by a third-party vendor.

Goal Area: Student Retention

Goal H: Students will feel prepared for a successful experience as evidenced by the during school year retention rate, measured by the percentage of students remaining enrolled at the end of the school year compared to total enrollment.

Figure 41. Goals for Future Planning

Goal Area / Goal	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Meeting Pennsylvania Academic Learning Standards - Goal A1: Ratio of school's performance on state assessments to state's performance.	.65	.68	.72	.76	.80
Meeting Pennsylvania Academic Learning Standards - Goal A2: School Performance Profile (SPP) Rating	48	50	54	58	62
Meeting the Academic Needs of All Students - Goal B: Closing the gap on identified subgroups.	1 point gap closure	1 point gap closure	1 point gap closure	2 point gap closure	2 point gap closure
Demonstrating Academic Growth - Goal C: Percentage of students demonstrating growth.	65%	67%	69%	72%	75%
Participation and Performance in STEM Activities - Goal D1: Percentage of students participating in a variety of STEM Activities.	33%	35%	38%	40%	42%
Participation and Performance in STEM Activities - Goal D2: Percentage of students enrolled in Advanced STEM courses earning a B or higher.	75%	78%	80%	83%	85%
Academic Grade Progression - Goal E: Percentage of FAY students promoted to the next grade level (K-8) or earning one year's worth of credits (9-11).	84%	86%	88%	90%	92%
Preparation for Postsecondary Success - Goal F1: Percentage of on-track FAY 12th grade students that graduate.	85%	86%	87%	88%	90%
Preparation for Postsecondary Success - Goal F2: Percentage of graduates with post-secondary plans of college, vocation school, or military.	70%	73%	76%	78%	80%
Parent Satisfaction - Goal 1: Average parental satisfaction.	85%	86%	87%	88%	89%
Student Retention - Goal 2: Percentage of students retained for the year.	76%	77%	78%	79%	80%

V. APPENDICES

We have included the following appendices in this section.

APPENDIX A - LEASES, DEEDS, OR REAL ESTATE AGREEMENTS.....	A-1
APPENDIX B - RANDOM SAMPLE OF LESSON PLANS.....	B-1
APPENDIX C - SCHOOL IMPROVEMENT PLAN.....	C-1
APPENDIX D - HOURS WORKED.....	D-1
APPENDIX E - PROFESSIONAL LEARNING OVERVIEW.....	E-1
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Signature Page

We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.

Chief Executive Officer

Date

President, Board of Trustees

Date

Secretary, Board of Trustees

Date



Request: Hire instructors for the following new program areas:

Intensive Instruction:

Four days of live lesson remediation sessions, Math Success, English Success, Science Success, for students to master the standards and close the gaps required for achievement and demonstrating growth on the state tests.

All teachers provide instruction in their certified content area, along with math and reading specialists, to all grade levels K-8 and tested areas, Literature, Biology and Algebra, in High school.

Hiring Needs:

2 Math

2 Science, biology preference

Credit Recovery:

Reach administration examined the cohort graduation rate. The average reflected, which includes the Senior, Junior and Sophomore classes, is 58.7%. We believe that students need targeted and individualized support by a core content area teacher to succeed. Students come to us behind cohort and we are responsible for catching them up to their cohort, if possible. Reach proposes a Credit Recovery initiative for students behind cohort, with the possibility of recovery up to four credits per year, plus one course over summer, in eight week increments.

Reach students current on cohort percentage for graduation is the following:

Cohort year	Graduation year	Percentage
2015-2016:	2019	55%
2016-2017:	2020	52.6%
2017-2018:	2121	68.7%
		Average: 58.7

Time periods:

October 1- November 23

November 26-January 25 (one week winter break)

January 28-March 22

March 25-May 20

Hiring Needs:

One English

One Math

One Science

One Social Studies