Reach Cyber Charter School
BOARD MEETING and TRAINING RETREAT

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

Date and Time:
Wednesday, April 17, 2019 at 9:00 a.m.

Meeting Location:
Sheraton Harrisburg Hershey Hotel
4650 Lindle Road
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.   Audit Committee, Committee of the Entire Board
    a. Review and Acceptance of the 2017-2018 School Year Financial Audit Report (to follow) – D. Biondo/T. Lee
    b. Approval of Audit Firm Engagement for the 2018-2019 School Year Financial Audit (to follow) – D. Biondo/ T. Lee

V.   Oral Reports
    a. Executive Director's Report (MSR attached) – J. Swan
        i.   Graduation Plans (June 7th) and End of Year Activities Update
        ii.   State Testing Update
        iii. Charter Renewal Site Visit Update
        iv.   Comprehensive Support and Improvement (CSI) Designation Update
    b. POBL Products, Services and Initiatives Update (attached) – A. Pasquinilli
    c. Financial Report (attached) – T. Lee

VI.   Strategic Plan
    a. Strategic Plan and Initiatives to Improve Efficacy Report – A. Pasquinilli/ J. Swan

VII. Consent Items
    a. Approval of Minutes from the March 5, 2019 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 2019-2020 School Year (to follow)
    f. Approval of Staff Compensation Plan for the 2019-2020 School Year (to follow)
    g. Approval of Revision(s) to the 2018-2019 School Year State Specific School Handbook: ELL Students and Student and Staff Communication (Texting) Policies (attached)

VIII. Action Items

IX.   Information Items
    a. State and Strategic Client Relations (SSCR) Update – A. Jay
        i.   Renewal Update(s)
    b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
        i.   School Operations Metrics (attached)
    c. Board Planning for the 2019-2020 School Year – M. Arthur
        i.   Proposed Meeting Schedule
        ii.   Board Composition

X.   Act 55 State-Required Board Training Modules and Associated Documentation – M. Arthur

XI.   Adjournment and Confirmation of Next Meeting – Wednesday, May 15, 2019 at 9:00 a.m.

MONTHLY SCHOOL REPORT

School & Date Selection

School
Reach Cyber Charter School ⌄

Report Date
March 31, 2019 ⌄

Currently Enrolled

3179

Total YTD Enrolled

4101

Enrollment Services Complete (Stage 4)

4274

Enrolled Students by County
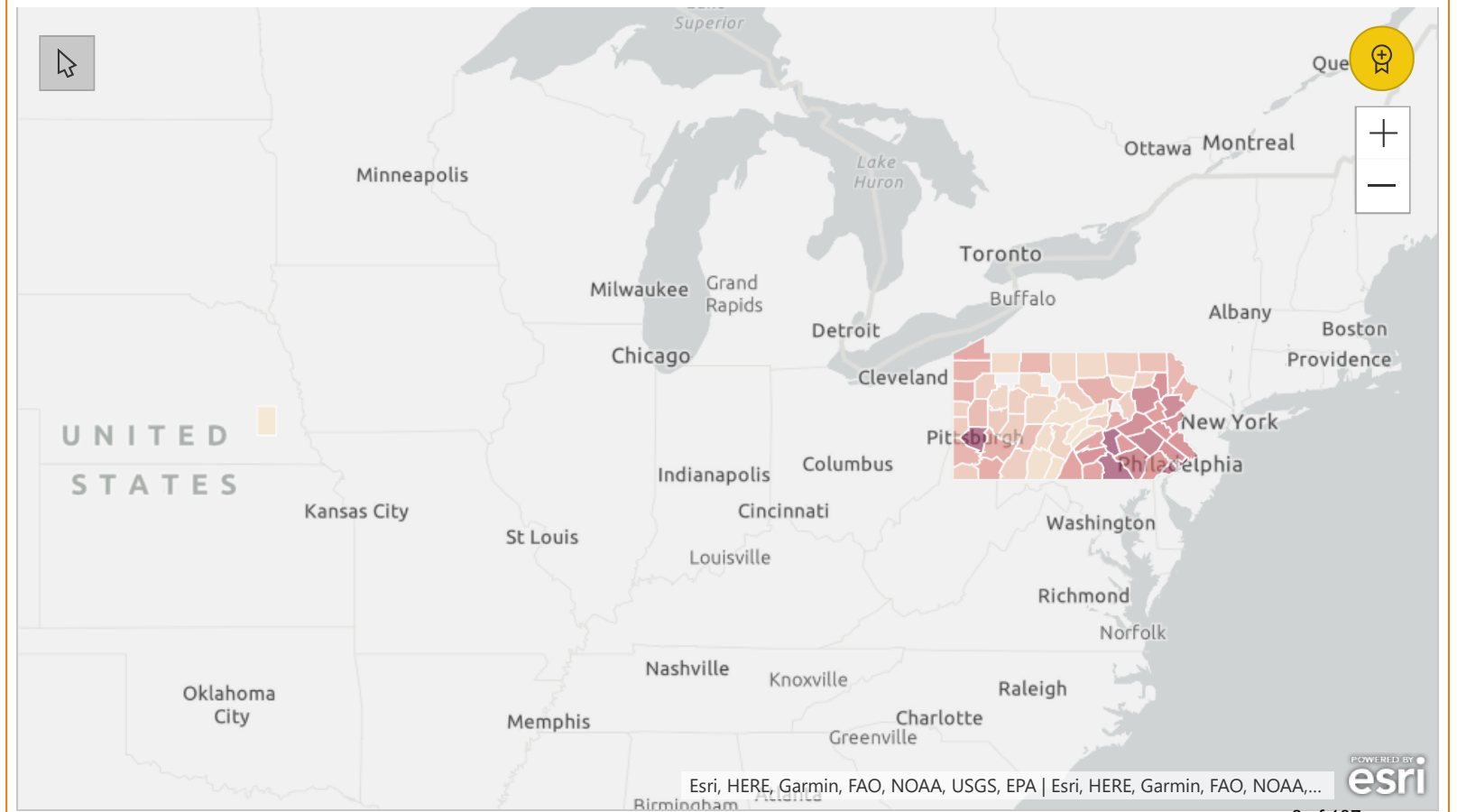
Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA,...

Reach Cyber Charter School
March 31, 2019

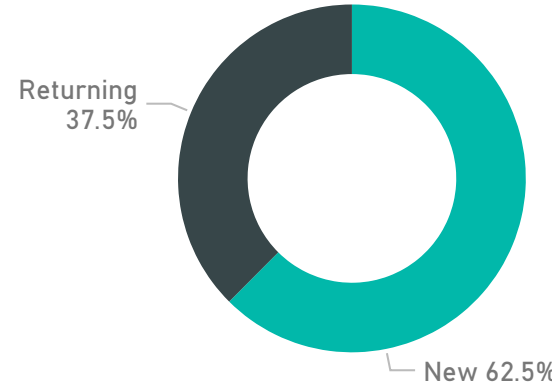**Current Enrollment Month-Over-Month Change**

3%

Current Enrollment Year-Over-Year Change
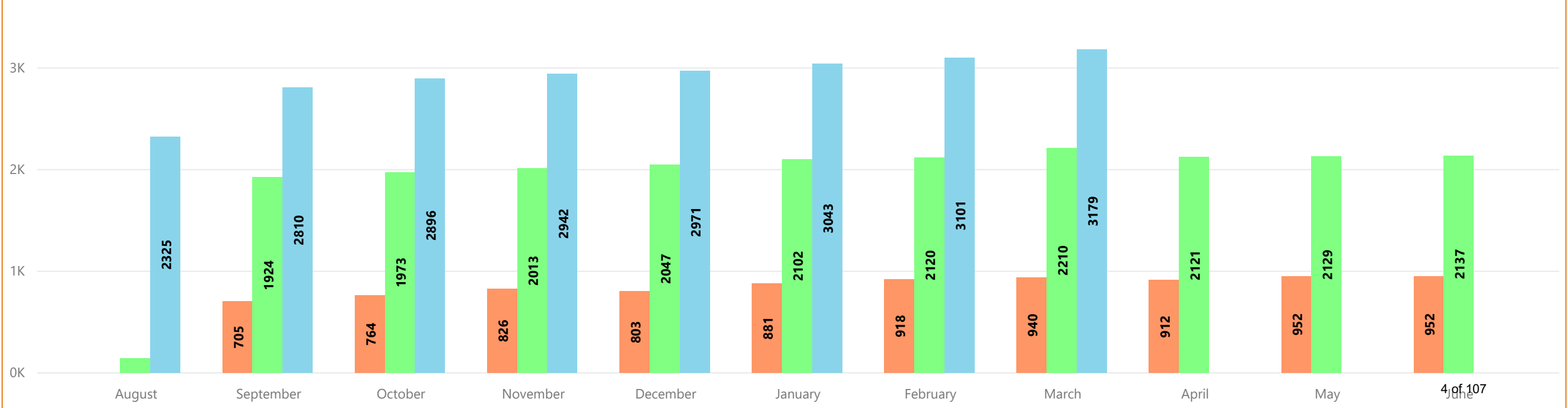
44%

New and Returning

Returning 37.5%

New 62.5%

New and Returning Prior Year
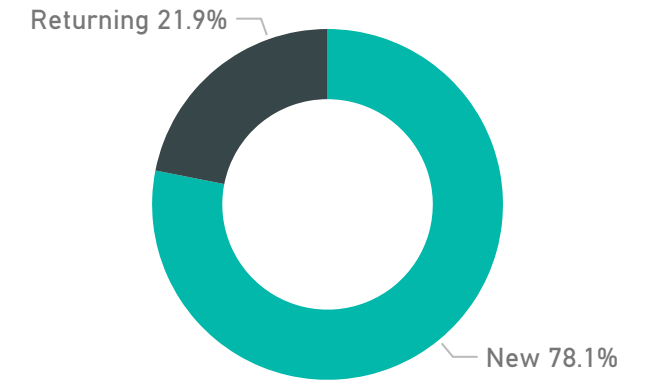
Returning 21.9%

New 78.1%

Monthly Student Current Enrollment Comparison

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

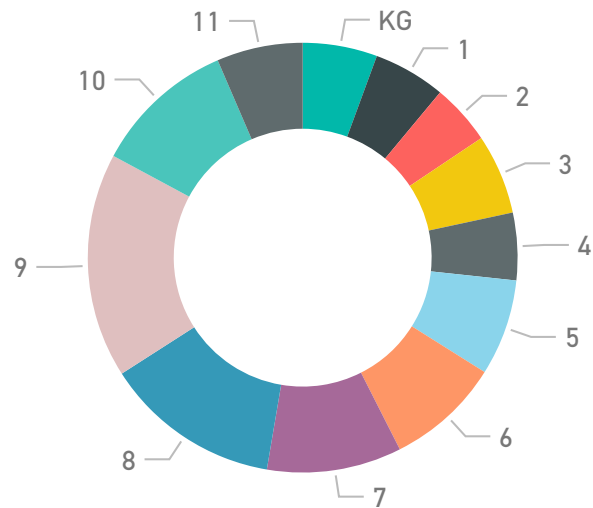|	August	September	October	November	December	January	February	March	April	May	June
2016-2017		705	764	826	803	881	918	940	912	952	952
2017-2018		1924	1973	2013	2047	2102	2120	2210	2121	2129	2137
2018-2019	2325	2810	2896	2942	2971	3043	3101	3179			

Reach Cyber Charter School
March 31, 2019

Enrolled Students by Final Grade
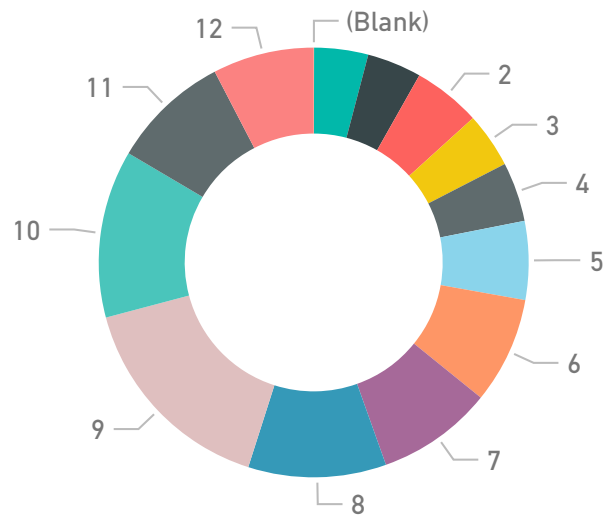
Enrolled Students Prior Year by Final Grade

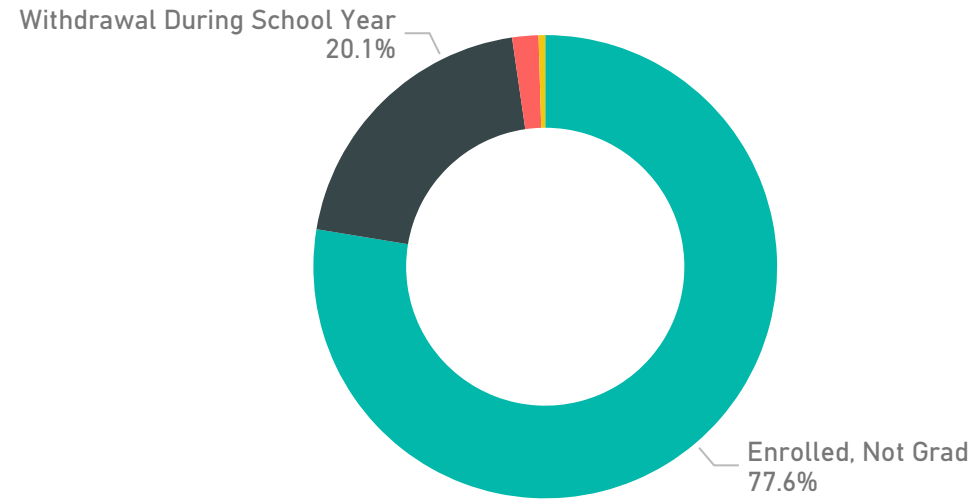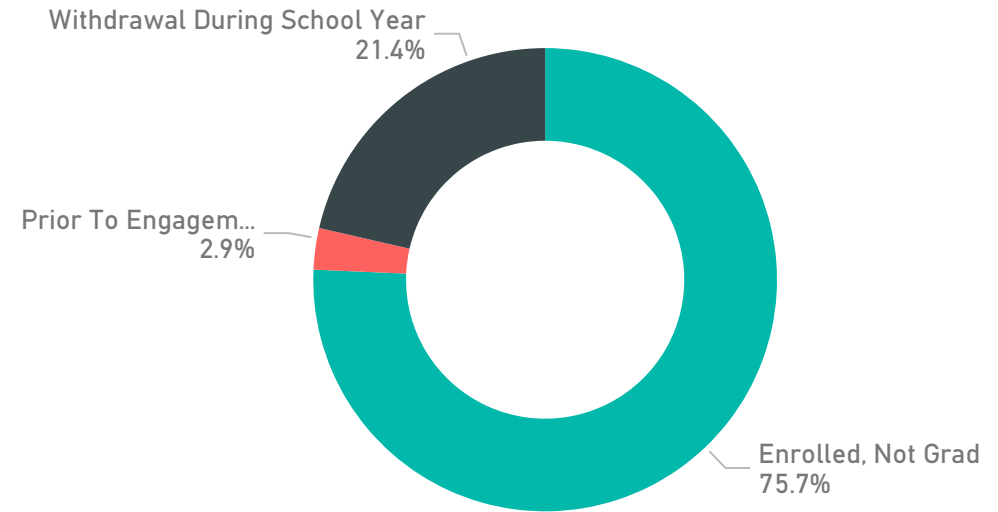## Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear Students	%CT Students	PriorEOY Students	%CT Students	LastMonth Students	%CT Students	CurrentMonth Students	%CT Students
PK-2	**345**	**16%**	**335**	**16%**	**422**	**14%**	**421**	**13%**
KG	124	6%	115	5%	131	4%	129	4%
1	120	5%	120	6%	132	4%	130	4%
2	101	5%	100	5%	159	5%	162	5%
3-5	**405**	**18%**	**393**	**18%**	**457**	**15%**	**462**	**15%**
3	133	6%	124	6%	136	4%	132	4%
4	112	5%	112	5%	140	5%	142	4%
5	160	7%	157	7%	181	6%	188	6%
6-8	**707**	**32%**	**695**	**33%**	**836**	**27%**	**862**	**27%**
6	190	9%	194	9%	250	8%	255	8%
7	224	10%	222	10%	271	9%	277	9%
8	293	13%	279	13%	315	10%	330	10%
9-12	**753**	**34%**	**714**	**33%**	**1386**	**45%**	**1433**	**45%**
9	374	17%	349	16%	491	16%	507	16%
10	236	11%	227	11%	385	12%	401	13%
11	143	6%	138	6%	281	9%	283	9%
12					229	7%	242	8%
Total	**2210**	**100%**	**2137**	**100%**	**3101**	**100%**	**3178**	**100%**

Reach Cyber Charter School
March 31, 2019

Total YTD Enrollment by Withdrawal Category

Withdrawal During School Year
20.1%

Enrolled, Not Grad
77.6%

Total YTD Enrollment Prior Year by Withdrawal Category

Withdrawal During School Year
21.4%

Prior To Engagem...
2.9%

Enrolled, Not Grad
75.7%

Total YTD Enrollment

| ReportPeriod | SameMonthPriorYear | | PriorEOY | | LastMonth | | CurrentMonth | |
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	2227	76%	2156	72%	3105	79%	3182	78%
Graduated					19	0%	19	0%
Prior To Engagement	85	3%	94	3%	73	2%	75	2%
Withdrawal During School Year	630	21%	754	25%	724	18%	825	20%
Total	**2942**	**100%**	**3004**	**100%**	**3921**	**100%**	**4101**	**100%**

Enrollment Services Complete (Stage 4)

4274

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Another Reason (EOY Import; See Parent ITW)	34	38	17	22
Applying for next school year				1
Deceased		1		
Different/Better Schooling Option (Not related to socialization)	301	343	434	485
Getting started with the school was too difficult	3	3	1	2
Inactivity	150	186	150	160
Life change	94	117	67	91
Mismatch Academic	15	18	10	12
Mismatch Family Schedule	4	4	5	5
No Reason Given (EOY Import)	3	3		
Pursue GED	4	11	18	21
Required Documentation Incomplete	1	1		
Student wants more socialization	13	14	8	8
Technical Difficulties	1	1	1	3
Unhappy with the school (teachers, leadership)	6	14	12	14

Different/Better Schooling Option (Not...

Inactivity

A...

P...

Life change

Un...

M...

Stud...
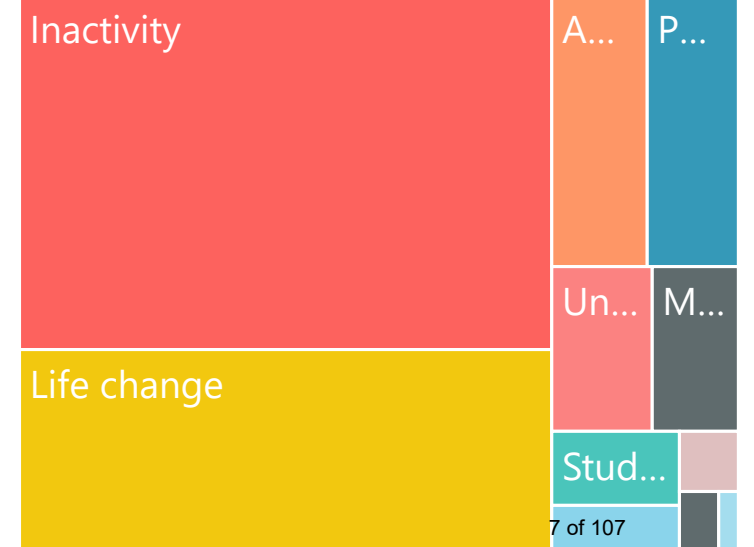
Reach Cyber Charter School
March 31, 2019

Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1771	1713	2425	2510
Graduated			19	19
WD During School Year	510	607	584	652
WD Prior To Engagement	78	84	64	66

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.26	1.26	1.28	1.27

Monthly Total Households

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

Month	2016-2017	2017-2018	2018-2019
August			1833
September	572	1587	2305
October	658	1728	2504
November	719	1830	2625
December	757	1907	2718
January	839	2057	2891
February	919	2153	3025
March	989	2301	3180
April	989	2307	
May	1037	2339	
June	1040	2345	
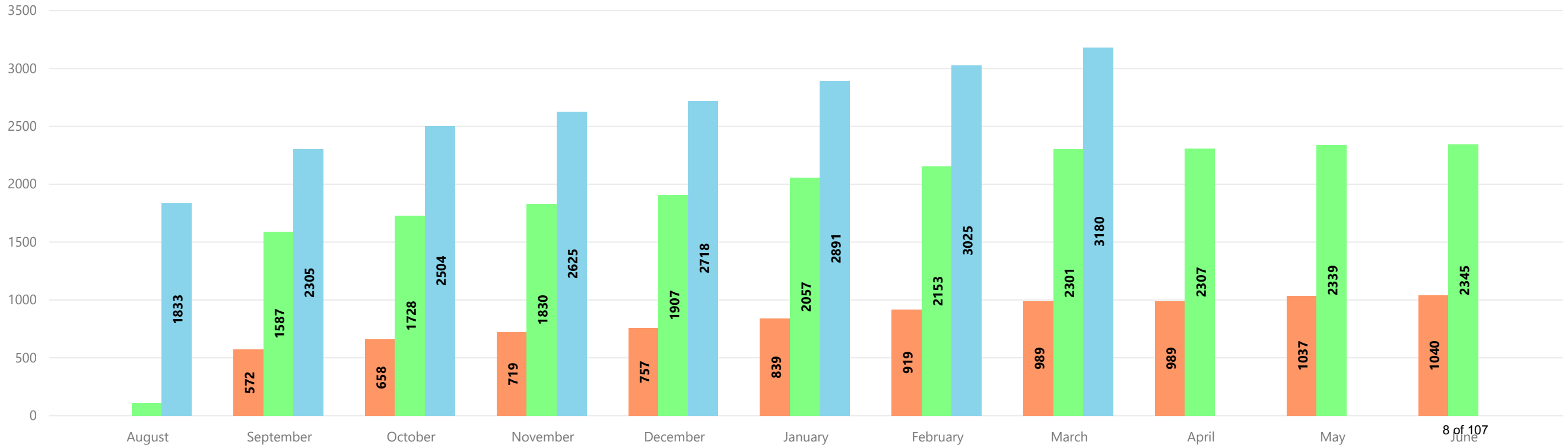
Reach Cyber Charter School
March 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	302	291	425	438
Not Hispanic or Latino	1906	1844	2674	2739

Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	88	85	123	128
Asian	39	39	68	68
Black/African American	648	631	876	915
Native Hawaiian or Other Pacific Islander	27	24	35	40
White	1616	1556	2307	2342

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	14	15	21	21
Asian	18	18	32	29
Black/African American	446	438	599	639
Hispanic or Latino	302	291	425	438
Multiple Races	157	150	214	215
Native Hawaiian or Other Pacific Islander	2	2	2	2
Not Indicated	2	2	2	2
Parent refused to report race	1	1		
White	1268	1220	1806	1833

Enrolled Students by Ethnicity

Hispanic or Latino 13.8%
Not Hispanic or Latino 86.2%
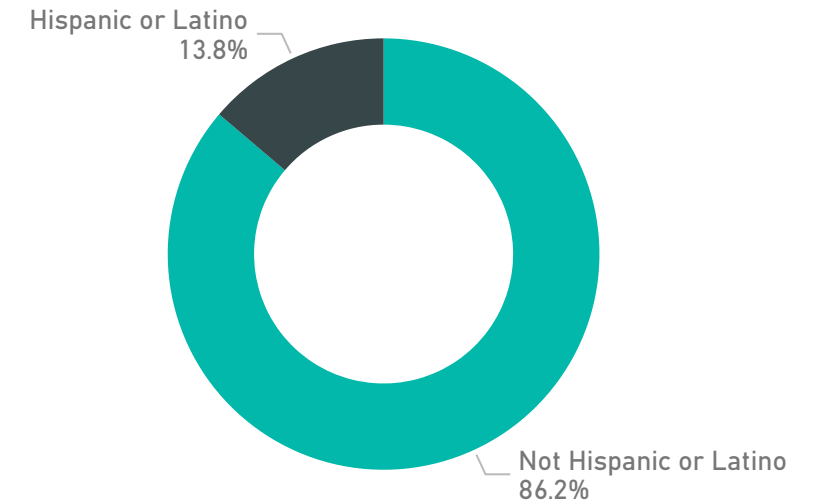
Enrolled Students by Distinct Race/Ethnicity

Multiple Races 6.8%
Hispanic or Latino 13.8%
White 57.7%
Black/African American 20.1%
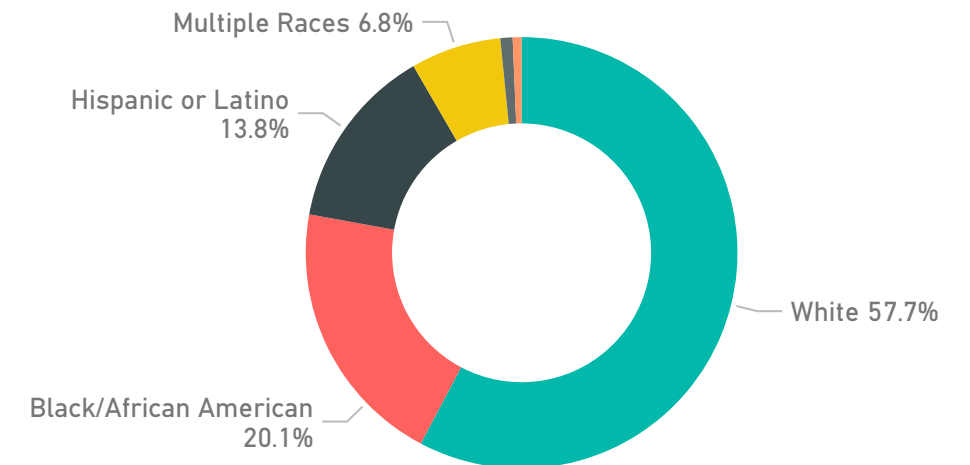
Reach Cyber Charter School
March 31, 2019

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			1	1
F	1235	1209	1711	1762
M	975	928	1389	1416

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1994	1918	1291	1277
Spanish	16	12	86	89
Russian	2	2	5	5
Arabic	5	5	19	17
Urdu			1	1
Another Language	192	181	187	188
No Language Reported	1	19	1512	1602

Enrolled Students by Gender

M 44.5%
F 55.4%

Enrolled Students by Language
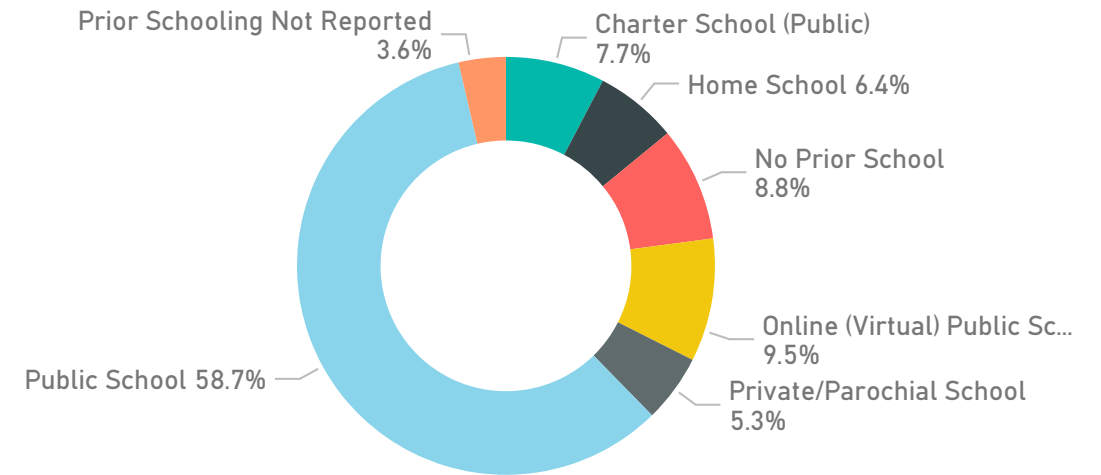
English 40.2%
Spanish 2.8%
No Language Reported 50.4%
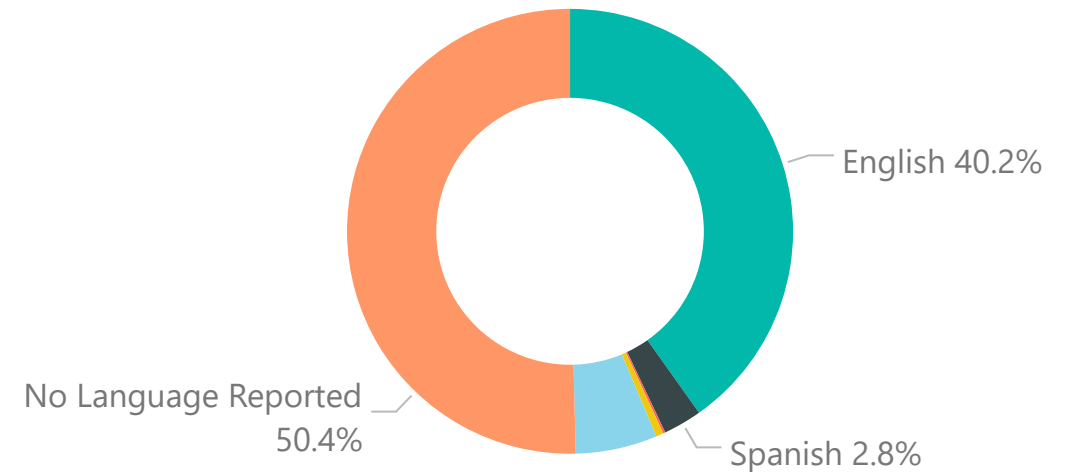
Reach Cyber Charter School
March 31, 2019

Prior Schooling

Prior Schooling ▲	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	155	150	228	244
Home School	125	127	196	203
No Prior School	215	198	297	281
Online (Virtual) Public School	140	133	297	303
Private/Parochial School	132	134	152	167
Public School	1364	1317	1812	1865
Prior Schooling Not Reported	79	78	119	116

Prior Schooling
March 31, 2019

Prior Schooling Not Reported 3.6%
Charter School (Public) 7.7%
Home School 6.4%
No Prior School 8.8%
Online (Virtual) Public Sc... 9.5%
Private/Parochial School 5.3%
Public School 58.7%
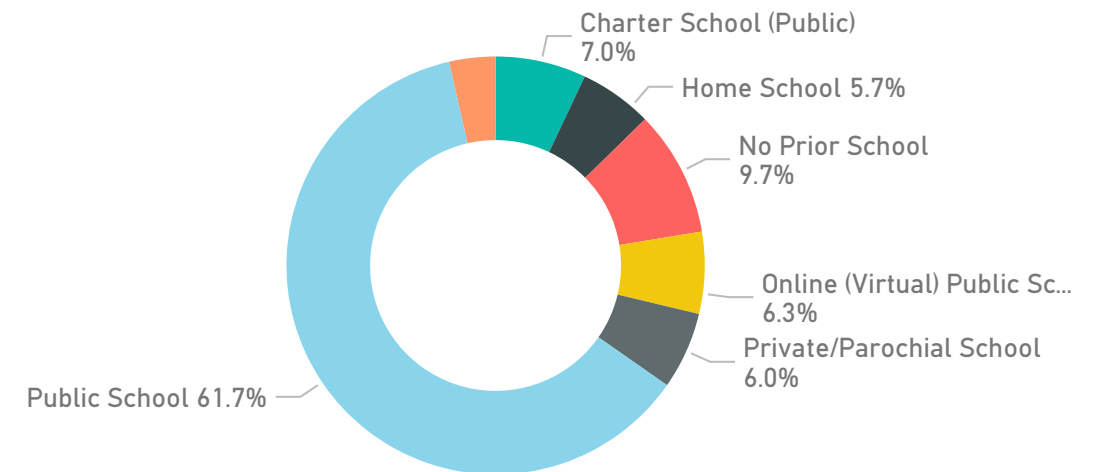
Prior Schooling
March 31, 2018

Charter School (Public) 7.0%
Home School 5.7%
No Prior School 9.7%
Online (Virtual) Public Sc... 6.3%
Private/Parochial School 6.0%
Public School 61.7%

FARM Eligibility
March 31, 2019

- Refused to report 19.8%
- Applied-Does not qualify 19.2%
- Family Reported-D... 8.7%
- Qualifies for reduc... 10.5%
- Qualifies for free 41.8%

FARM Eligibility
March 31, 2018

- Refused to report 19.0%
- Applied-Does not qualify 16.8%
- Family Reported-D... 9.3%
- Qualifies for reduced 10.7%
- Qualifies for free 44.2%
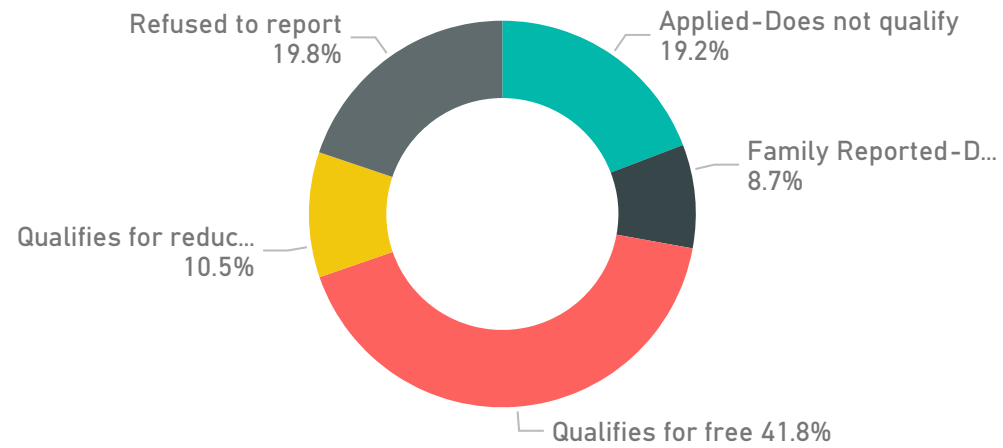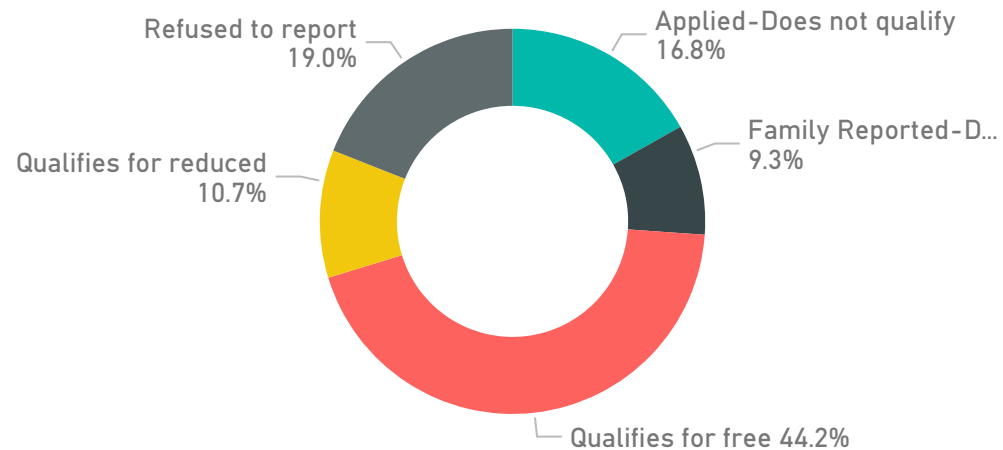
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	39	40	64	60
Cognitive Disability	16	15	23	22
Developmentally Delayed	1	1		
Emotionally Impaired	64	64	90	95
Hearing Impaired			3	3
Multiple Disabilities	1	1	2	1
Other	23	24	24	24
Other Health Impaired	68	81	115	126
Physical Disability	1	1	1	1
Specific Learning Disability	178	181	244	253
Speech/Language Impaired	23	26	41	42
Traumatic Brain Injury			1	1
Visually Impaired	1	1	1	1

Reach Cyber Charter School
March 31, 2019

Gifted

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Value	34	38	39	39

Plan504

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Value	57	62	85	93

IEP

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Value	421	419	566	587
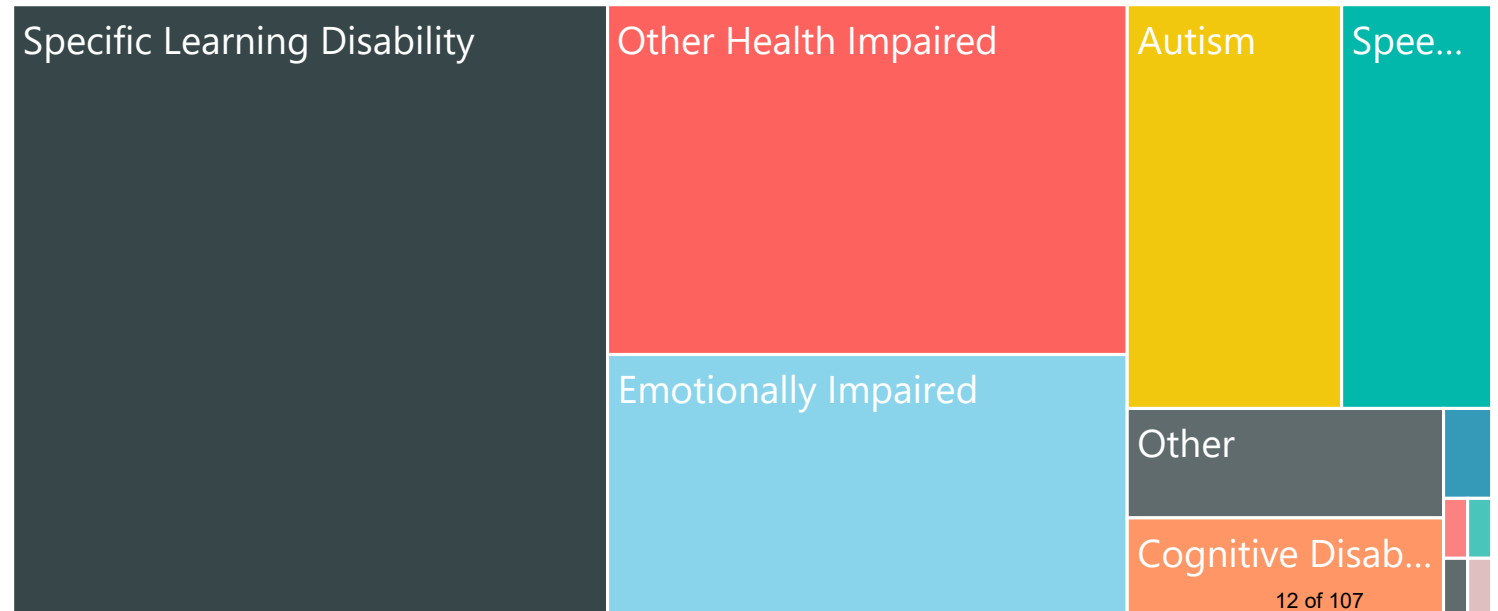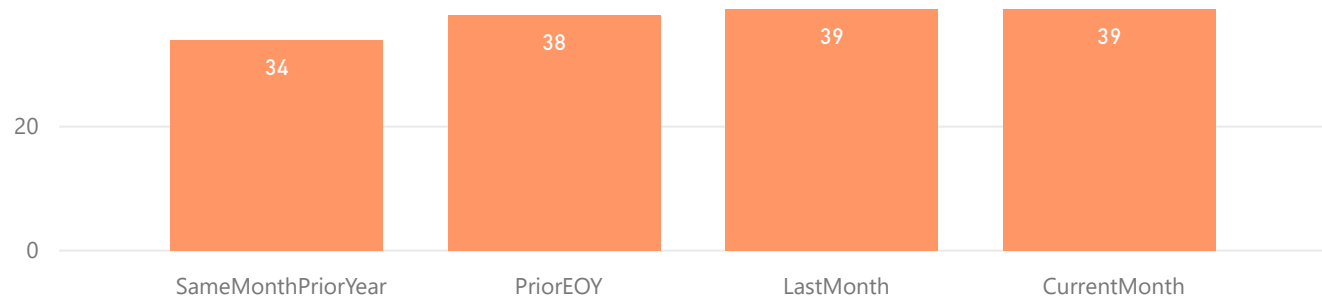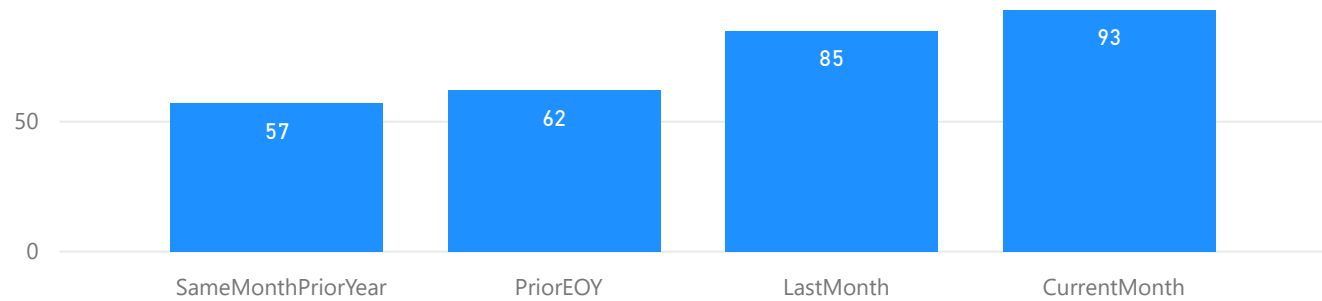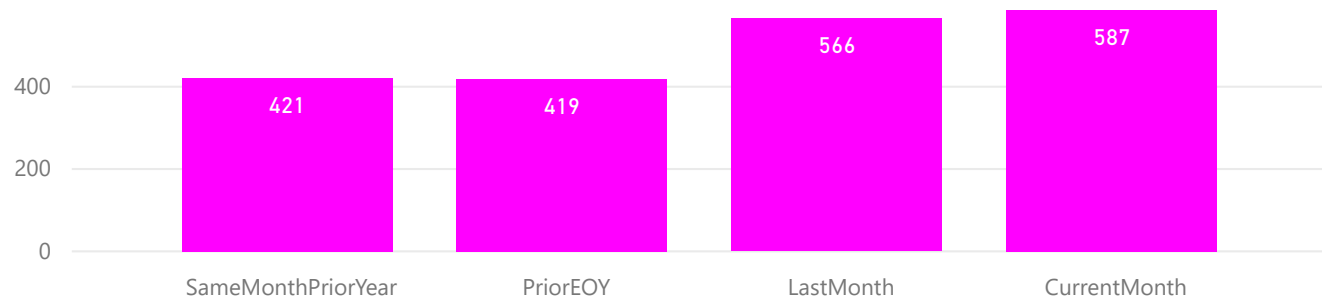
Currently Enrolled

3179

Gifted

1%

Plan504

3%

IEP

18%

Not in Special Population

77%

Reach Cyber Charter School
March 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebM... ● Met ● Not Met

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Not Met	431	442	390	437
Met	1779	1695	2708	2742

Currently Enrolled

3179

School Year: 2018-2019

AttendanceStatusAutomated ● Alarm ● Approaching Alarm ● Exempt ● On Track

	Alarm	Approaching Alarm	On Track
August			2.3K
September	0.3K	0.3K	2.1K
October	0.3K	0.3K	2.3K
November	0.3K	0.3K	2.3K
December			3.0K
January	0.2K	0.2K	2.6K
February	0.5K	0.4K	2.2K
March	0.5K	0.3K	2.3K

School Year: 2017-2018

AttendanceStatusAutomated ● Alarm ● Approaching Alarm ● Exempt ● On Track

	Alarm	Approaching Alarm	On Track
August			78
September	214	128	1578
October	230	155	1582
November	266	235	1499
December			2047
January	190	154	1738
February	163	174	1760
March	183	215	1787

Reach Cyber Charter School
March 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	103%	97%	100%	98%
3-5	100%	95%	95%	92%
6-8	97%	87%	89%	92%
9-12	98%	96%	80%	79%
Total	**99%**	**93%**	**87%**	**87%**

Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	85%	84%	84%	84%
3-5	72%	76%	72%	73%
6-8	68%	68%	68%	67%
9-12	65%	67%	70%	65%
Total	**70%**	**72%**	**72%**	**69%**

Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	102%	108%	106%	107%
3-5	104%	112%	109%	110%
6-8	99%	107%	105%	106%
9-12	95%	104%	100%	102%
Total	**99%**	**107%**	**104%**	**105%**

Average Total Participation

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

Average Total Performance

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

Average Total Attendance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019
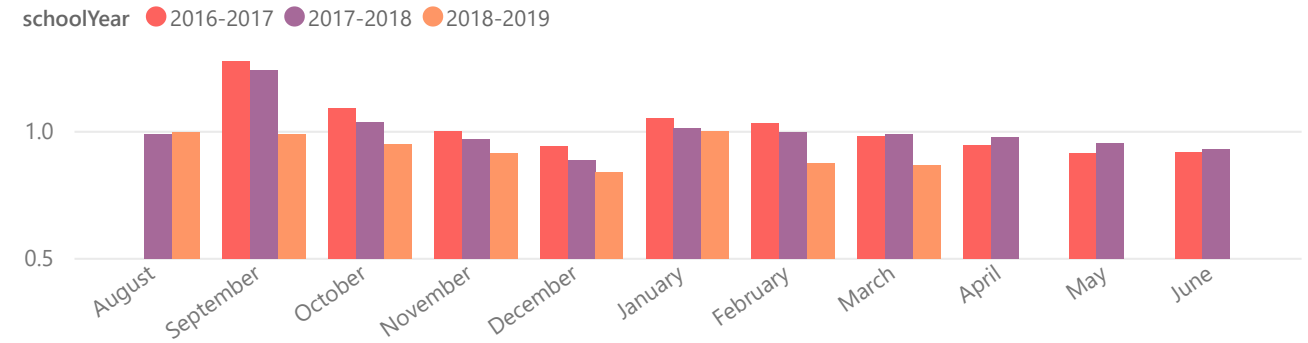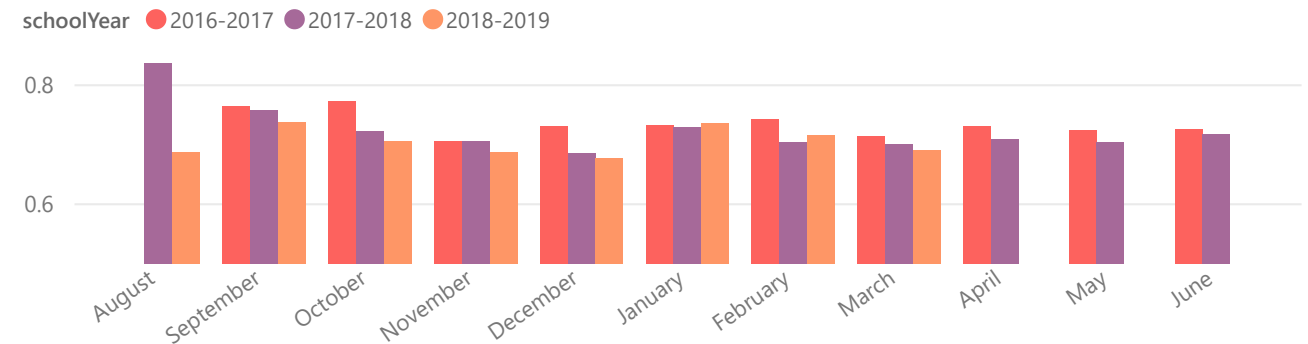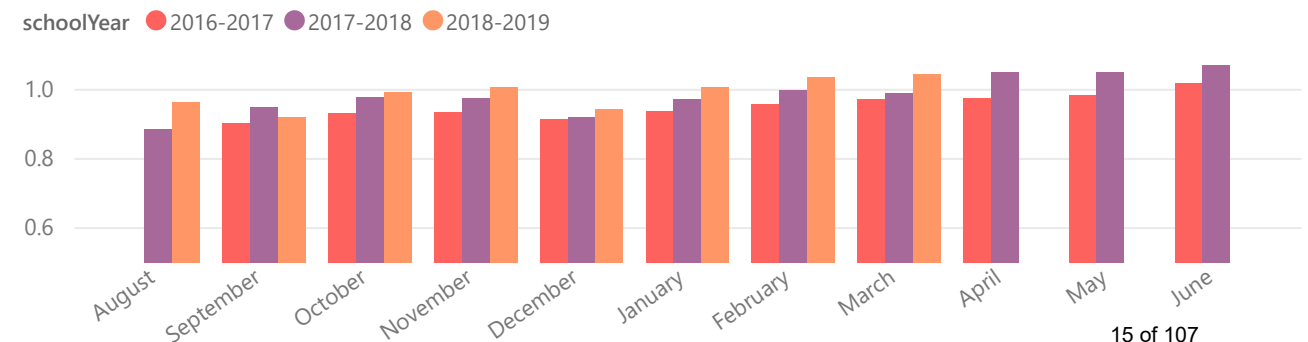
Currently Enrolled	Total YTD Enrolled
3179	4101

Enrollment Services Complete (Stage 4)
4274

Reach Cyber Charter School
March 31, 2019

Current Enrollment Month-Over-Month Change
3%

Current Enrollment Year-Over-Year Change
44%

Monthly Student Current Enrollment Comparison

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

(2018-2019 values labeled: August 2325, September 1924, October 1973, November 2013, December 2047, January 2102, February 2120, March 2210, April 2121, May 2129, June 2137)
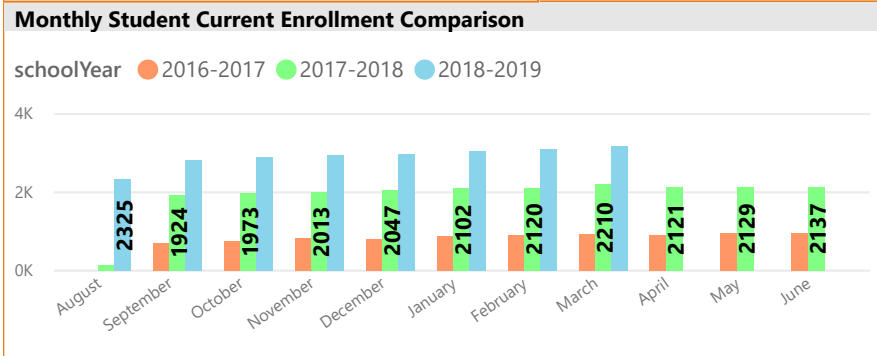
Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear Student Count	%CT Student Count	CurrentMonth Student Count	%CT Student Count
Enrolled, Not Grad	2227	76%	3182	78%
Graduated			19	0%
Prior To Engagement	85	3%	75	2%
Withdrawal During School Year	630	21%	825	20%
Total	**2942**	**100%**	**4101**	**100%**

New & Returning

ReportPeriod New or Returning	SameMonthPriorYear Students	%CT Students	CurrentMonth Students	%CT Students
New	1726	78.10%	1986	62.47%
Returning	484	21.90%	1193	37.53%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	1771	2510
Graduated		19
WD During School Year	510	652
WD Prior To Engagement	78	66

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.26	1.27

Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear Students	%CT Students	CurrentMonth Students	%CT Students
PK-2	**345**	**16%**	**421**	**13%**
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4	112	5%	142	4%
5	160	7%	188	6%
6-8	**707**	**32%**	**862**	**27%**
6	190	9%	255	8%
7	224	10%	277	9%
8	293	13%	330	10%
9-12	**753**	**34%**	**1433**	**45%**
9	374	17%	507	16%
10	236	11%	401	13%
11	143	6%	283	9%
12			242	8%
Total	**2210**	**100%**	**3178**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Another Reason (EOY Import; See Parent ITW)	34	22
Applying for next school year		1
Different/Better Schooling Option (Not related to socialization)	301	485
Getting started with the school was too difficult	3	2
Inactivity	150	160
Life change	94	91
Mismatch Academic	15	12
Mismatch Family Schedule	4	5
No Reason Given (EOY Import)	3	
Pursue GED	4	21
Required Documentation Incomplete	1	
Student wants more socialization	13	8
Technical Difficulties	1	3
Unhappy with the school (teachers, leadership)	6	14

Gender

Gender	SameMonthPriorYear	CurrentMonth
		1
F	1235	1762
M	975	1416

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1994	1277
Spanish	16	89
Russian	2	5
Arabic	5	17
Urdu		1
Another Language	192	188
No Language Reported	1	1602

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	39	60
Cognitive Disability	16	22
Developmentally Delayed	1	
Emotionally Impaired	64	95
Hearing Impaired		3
Multiple Disabilities	1	1
Other	23	24
Other Health Impaired	68	126
Physical Disability	1	1
Specific Learning Disability	178	253
Speech/Language Impaired	23	42
Traumatic Brain Injury		1
Visually Impaired	1	1

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	34	39

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	57	93

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	421	587

Gifted	Plan504
1%	3%

IEP	Not in Special Population
18%	77%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	302	438
Not Hispanic or Latino	1906	2739

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	88	128
Asian	39	68
Black/African American	648	915
Native Hawaiian or Other Pacific Islander	27	40
White	1616	2342

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	14	21
Asian	18	29
Black/African American	446	639
Hispanic or Latino	302	438
Multiple Races	157	215
Native Hawaiian or Other Pacific Islander	2	2
Not Indicated	2	2
Parent refused to report race	1	
White	1268	1833

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	309	504
Family Reported-Does not qualify	163	232
Family Reported-Does not qualify,Refused to report		1
Qualifies for free	778	1030
Qualifies for reduced	189	264
Refused to report	356	519

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	155	244
Home School	125	203
No Prior School	215	281
Online (Virtual) Public School	140	303
Private/Parochial School	132	167
Public School	1364	1865
Prior Schooling Not Reported	79	116

Reach Cyber Charter School
March 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1779	2742
Not Met	431	437

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	183	493
Approaching Alarm	215	325
Exempt	25	52
On Track	1787	2309

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	103%	98%
3-5	100%	92%
6-8	97%	92%
9-12	98%	79%
Total	**99%**	**87%**

Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	85%	84%
3-5	72%	73%
6-8	68%	67%
9-12	65%	65%
Total	**70%**	**69%**

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	102%	107%
3-5	104%	110%
6-8	99%	106%
9-12	95%	102%
Total	**99%**	**105%**

Average Total Participation

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

Average Total Performance

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

Average Total Attendance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019
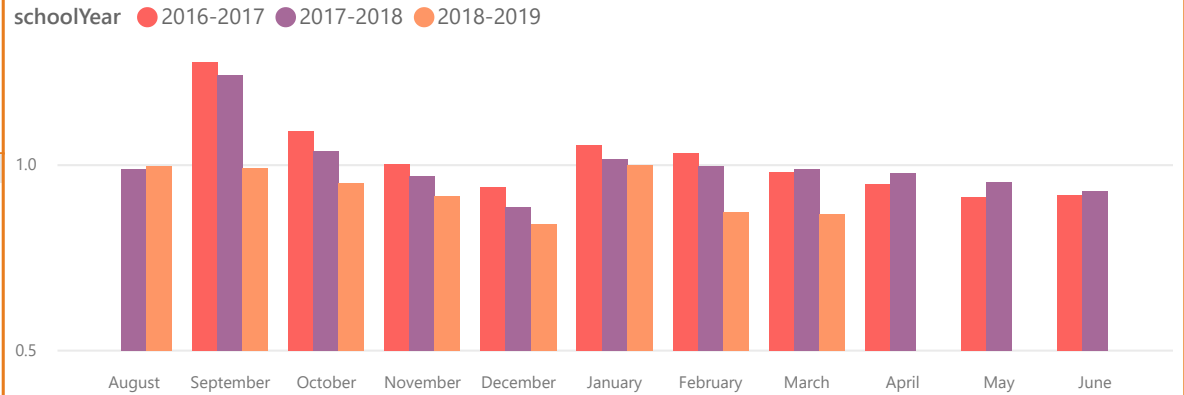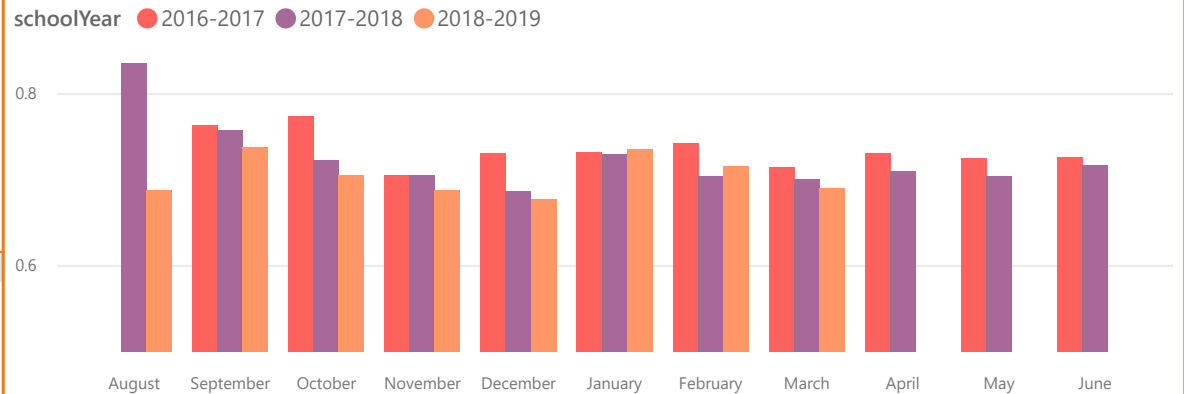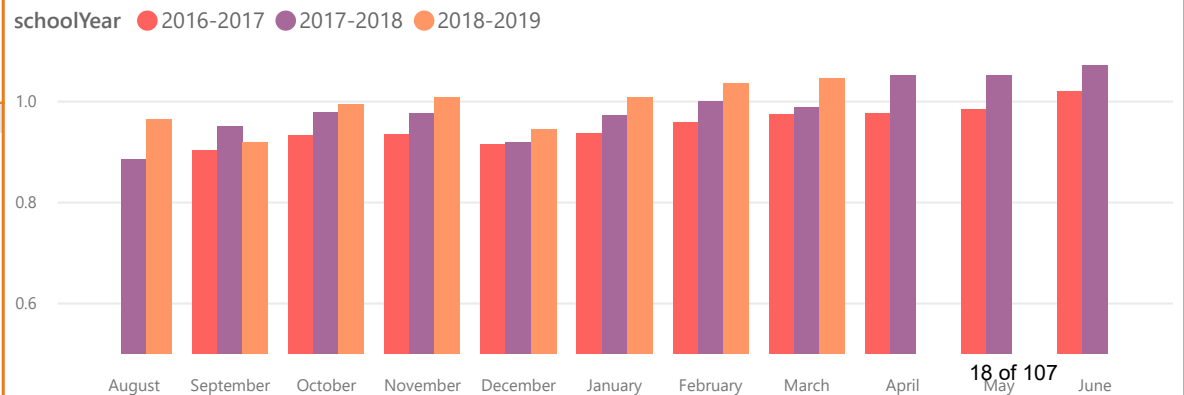
SY19-20 Products and Services Memo

Introduction

As a pioneer in virtual education since 2001, Pearson's Online & Blended Learning division (Pearson) remains as committed as ever to helping educators implement their virtual education vision. We are proud and yet humbled to have helped our Connections Academy customers deliver on the promise of virtual education for hundreds of thousands of students. As your trusted partner, we promise to deliver on an ever-improving set of products and services so that your students, families, teachers, and staff are successful.

Our commitment to continuous improvement pushes us to regularly update our offerings, and the feedback you and your colleagues provide is a valued input. As we move closer to the 2019-20 school year, we wanted to take this opportunity to share a few of our priorities for the upcoming year and beyond.

Our Promise to You

Virtual education represents a tremendous opportunity and one with its own fair share of challenges. We leverage our years of experience to develop a deep empathy for learners, families, and teachers to understand the operational needs of virtual schools. Additionally, as part of the Pearson family, we are uniquely positioned to couple our knowledge and experience with the scale and expertise of the world's largest education company.

Our partnership with you is a promise to deliver against four key objectives:
- Educate students to achieve academic outcomes
- Support students, teachers, & school staff
- Ensure the financial viability of your school
- Maintain smooth operations

Our entire team at Pearson is striving for excellence across each of those four areas. Given your strong focus on academic outcomes & experience, we will be spotlighting the first two areas in this memo.

Educate Students to Achieve Academic Outcomes

At the heart of Connections Academy's value to a family is delivering a high quality and engaging learner experience that leads to positive academic outcomes. Each Connections Academy student has unique college or career goals and Connections Academy's array of K-12 courses and assessments serve as the academic core upon which students and their teachers rely.

The Year Ahead
Below, we outline our areas of focus in the next twelve months:

Courses

Our portfolio of courses provides students and teachers with engaging, grade-appropriate, and standards-aligned content across your school's grade spectrum and subject areas. As we plan for the future, we will be bringing more world-class content to your teachers and learners, particularly in the critical tested grades and subject areas.

Our plans over the coming months and years are to release dozens of new and revised courses across grade levels and subjects, including several customized courses to align with state, school, or educator needs. In addition to our core and elective subjects, we are also bolstering options across our career & technical education (CTE) portfolio to better support students aiming to enter the workforce after high school.

At Pearson, we are continually developing and testing new ways to improve our courses. Whether that includes our Biology virtual reality module to help students discover the world of cells, our new course viewer pilot that helps us improve the learning experience, or our redesigned Earth Science course that will deliver a far more engaging student experience, we commit to bringing our expertise to support success at your school.
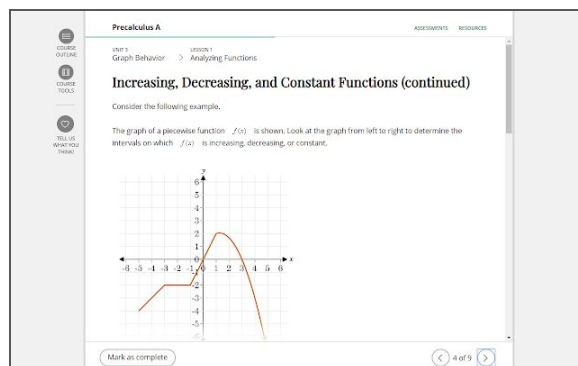
Assessments

Assessments are a critical tool for teachers to understand student achievement, growth, and performance against learning objectives. The right assessment data delivered in a timely and actionable manner can be used to inform, adjust, and adapt instruction. And timely action and intervention can help schools perform better on state assessments often used for accountability ratings.

Ensuring that our assessments are valid, reliable, and action-oriented remain primary pillars of our assessment approach. To that end, we are reviewing our benchmark assessments, as well as other assessments used specifically for monitoring the progress of our most vulnerable students. Our research into learning design will play a key role in these reviews.

College & Career Readiness

Our College and Career Readiness program helps prepare students to successfully transition to college, vocational school, the military, workforce and other endeavors. Our resources provide guidance to students spanning this full spectrum of exciting next steps.

We currently offer direct-to-student programming including presentations by professionals in a variety of careers, former Connections Academy graduates, and visits from college admissions representatives. Additionally a number of clubs and newsletters support our students as they set post-graduation goals and shape their futures.

We will be reviewing the College and Career Readiness resources to ensure Connections Academy students are receiving the best, and most up-to-date supports with the most engaging ways. We will also explore how we can best augment the work of school-based counselors as they advise students on paths after high school.

Many of our course offerings also support our College and Career Readiness efforts. We are beginning early exploration of a future-ready credit recovery portfolio for differentiated content and a second chance to earn course credit. And, as previously mentioned, we are expanding our CTE course portfolio to more than 50 courses in the most in-demand career clusters, such as Business Management & Administration, Health Science, Human Services, Hospitality and Tourism, Information Technology, and Manufacturing.

Support Students, Teachers, and School Staff

In order to succeed, students, teachers, and school staff need the right tools and the right supports. This year, we are bringing a greater focus to our technology platform, teacher professional development, and finding ways to advance our students' social-emotional learning capabilities. Much of our work in this area has been guided by your feedback, for which we are grateful.

The Year Ahead
Below, we outline our areas of focus in the next twelve months:

Technology Platform
The technology platform is the backbone of your virtual school; it facilitates everything from the enrollment of a new family, to the delivery of a course, to the relationships between families and teachers. Critically, it also tracks performance against learning objectives and supports the collection of data for reporting purposes. Pearson is making major investments in upgrading our technology platforms to better support you and your schools through:

- Modernizing the enrollment experience for new families so it is more efficient and user-friendly
- Improving the quality of the student course experience through a more modern user interface
- Providing teachers with actionable data and dashboards to improve student performance
- Enabling personalization of courses to better align with school and teacher needs (e.g., integrating Khan Academy, YouTube, and open education resources)

3

- Enhancing communication among teachers, students, and caretakers

Teacher Professional Development
In order to attract and retain great educators at Connections Academy schools, we are committed to ongoing professional learning. Our high-quality professional development will help great educators become the best K-12 virtual educators. Our training programs and development provides teachers with research-based best practices for effective teaching within a virtual environment, including how to personalize learning for students, implement instructional practices aligned to learning science research, and increase student achievement.

Over the past few months, we have met with teachers and school leaders to hear feedback for how we can improve. This year, in addition to revising our content, we are also updating the way we deliver professional development to teachers. To ensure Pearson meets their needs, teachers and school-based staff will be provided with a catalog of various synchronous and asynchronous professional learning opportunities to choose from throughout the school year to support the continuation of their development as virtual educators.

Social and Emotional Learning (SEL)

Research is proving out the hypothesis that academic success isn't solely driven by cognitive skills (e.g., math, science, history), but also social-emotional learning (SEL) skills, such as grit, motivation, and self-awareness. In addition, today's students face almost unprecedented levels of cyber-bullying, stressors, and/or trauma that they may not be prepared for.

At Pearson, we feel strongly that students learn best when they are in a safe learning environment and given the tools to succeed; Connections Academy schools have often been that safe environment for students from brick-and-mortar schools. We are now aiming to increase our investment in SEL by understanding the core SEL competencies required for success and finding ways to integrate them into our curriculum and support services.

Looking Beyond 2019-20

While we're excited for the upcoming year, we also have our eye towards the road ahead. Over the next few months and years, we will be further exploring many other themes based on your feedback. Following is a sample of our upcoming priorities:

1. Supporting educators with tools that help make their jobs more efficient, allowing them to spend more time with students (e.g., logging, automated reporting)
2. Improving academic outcomes, with a particular focus on math scores and graduation rates (e.g., improved math curriculum, improved teacher professional development for math education, year-round pacing for credit-deficient students)
3. Enhancing academic integrity at Connections Academy schools so students value the journey of learning (and not just the answer!) through more engaging course content and collaborative work
4. Improving student engagement across Connections Academy schools so there is excitement and a sense of belonging in classrooms
5. Providing better tools for families and caretakers so they can support their learners

Conclusion

We are excited to be able to share what we are working on for the 2019-20 school year and beyond with you. While the above is focused on our academic and support promises to you, we also aim to continuously improve our operational and administrative services. We will update you on these topics throughout the year.

We would like to conclude with a word of thanks. Your partnership with Pearson is a key factor that allows us to successfully serve your school. The experiences you, your students, teachers, and staff share with us are the primary drivers of how we improve our services, so we also thank you for your continued feedback throughout the year.

We look forward to an exciting, engaging, and successful year!

The Pearson Online and Blended Learning team

Reach Cyber Charter School
Revenue and Expense Statement
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget	Forecast vs. Budget Variance
Forecasted Enrollment							
Forecasted ADM				2,952	2,836	115	4.1%
Forecasted Total Enrollment				4,376	4,323	53	1.2%
Forecasted Funded Enrollment				2,914	2,800	114	4.1%
Revenue							
State Funding	4,366,026.88	4,121,907.67	30,318,068.97	40,424,091.95	34,969,557.63	5,454,534.32	15.6%
Federal & Other Program Funding	183,894.42	49,808.74	677,020.53	1,407,974.11	1,170,000.00	237,974.11	20.3%
Interest Income	1,530.99	1,921.31	14,293.85	18,600.00	-	18,600.00	100.0%
Student Activities Income	-	3,050.00	8,300.00	8,300.00	-	8,300.00	100.0%
Total Revenue	**4,551,452.29**	**4,176,687.72**	**31,017,683.35**	**41,858,966.06**	**36,139,557.63**	**5,719,408.43**	**15.8%**
Program Expenses							
Compensation Expense							
Administration Staff	208,613.68	488,932.14	2,036,704.69	3,255,680.09	3,194,393.75	(61,286.34)	-1.9%
Instructional Staff	915,792.34	2,303,170.13	8,170,945.90	13,516,789.34	10,956,136.01	(2,560,653.33)	-23.4%
Total Compensation Expense	**1,124,406.02**	**2,792,102.26**	**10,207,650.59**	**16,772,469.42**	**14,150,529.76**	**(2,621,939.66)**	**-18.5%**
Fee Based Expenses							
Enrollment/Unit Based Fees	2,035,831.24	2,287,507.01	12,370,053.97	17,294,133.33	16,467,896.00	(826,237.33)	-5.0%
Total Fee Based Expenses	**2,035,831.24**	**2,287,507.01**	**12,370,053.97**	**17,294,133.33**	**16,467,896.00**	**(826,237.33)**	**-5.0%**
Other School Expenses							
Assessment	5,735.41	11,508.56	84,585.52	540,000.00	325,000.00	(215,000.00)	-66.2%
Employee Related	7,964.57	2,519.68	152,717.18	366,000.00	316,250.00	(49,750.00)	-15.7%
Facilities	19,650.57	70,279.36	328,997.50	580,165.48	627,382.00	47,216.52	7.5%
Governance	1,241.85	3,964.10	39,894.41	85,344.00	402,750.00	317,406.00	78.8%
Instructional	83,240.95	5,688.48	366,288.13	570,000.00	226,000.00	(344,000.00)	-152.2%
Professional Services	11,438.15	56,833.54	239,487.06	335,300.00	200,000.00	(135,300.00)	-67.7%
Student Related	164,589.25	296,763.38	1,229,438.52	1,993,000.00	1,625,000.00	(368,000.00)	-22.6%
Pending Allocation	3,258.20	15,677.62	41,861.92	-	-	-	0.0%
Total Other School Expenses	**297,118.95**	**463,234.72**	**2,483,270.24**	**4,469,809.48**	**3,722,382.00**	**(747,427.48)**	**-20.1%**
Total Program Expenses	**3,457,356.21**	**5,542,843.99**	**25,060,974.80**	**38,536,412.24**	**34,340,807.76**	**(4,195,604.48)**	**-12.2%**
Net Increase (Decrease)	**1,094,096.08**	**(1,366,156.27)**	**5,956,708.55**	**3,322,553.83**	**1,798,749.87**	**1,523,803.96**	**84.7%**
Beginning fund balance	**11,885,387.48**	**12,979,483.56**	**5,656,618.74**	**5,656,618.74**	**-**	**-**	
Ending fund balance	**12,979,483.56**	**11,613,327.29**	**11,613,327.29**	**8,979,172.57**	**-**	**(1,523,803.96)**	

Reach Cyber Charter School
Balance Sheet
March 31, 2019

ASSETS

Cash and Short Term Investments:

Cash:Checking	$	3,185,570.36
Cash:Money market Account		11,319,109.08

Total Cash and Short Term Investments		**14,504,679.44**

Other Current Assets:

Pupil Funding Receivable	3,197,083.14
PY State Receivables	18,370.88
Allowance for Doubtful Accounts	(205,000.00)
Grant Receivables	9,111.84
Prepaid Rent	15,061.93

Total Other Current Assets	**3,034,627.79**

Other Current Assets:

Security Deposit	8,916.65

Total other Assets	**8,916.65**

Fixed Assets:
Property Plant & Equipment:

Computer Hardware	48,121.10
Leasehold Improvements	104,076.35
Furniture	101,373.97
Accum Depr:Computer Hardware	(25,727.01)
Accum Depr:Leasehold Improvements	(46,164.25)
Accum Depr: Furniture	(22,258.82)

Net Fixed Assets	**159,421.34**

Total Assets	**$**	**17,707,645.22**
		==============

LIABILITIES

Current Liabilities:

Due to (from) Connections Academy	$	5,652,187.41
Pension Payable		216,294.25
Accounts Payable		208.80
Payable to District		66,206.14

Total Current Liabilities		**5,934,896.60**

Total Liabilities	**5,934,896.60**

FUND BALANCE

Beginning Fund Balance	5,656,618.74
Invested in Capital	159,421.34
Change in Fund Balance	5,956,708.55

Ending Fund Balance	***11,772,748.63***

Total Liabilities and Fund Balance	**$**	**17,707,645.22**
		==============

Reach Cyber Charter School
Schedule of Revenue
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Actuals vs. Budget Variance
Revenue						
State Funding						
Regular Education Funding	2,835,756.07	2,693,572.99	19,708,109.44	26,277,479.25	23,635,006.42	2,642,472.83
Special Education Funding	1,530,270.81	1,428,334.68	10,609,959.53	14,146,612.70	11,334,551.21	2,812,061.49
Total State Funding	**4,366,026.88**	**4,121,907.67**	**30,318,068.97**	**40,424,091.95**	**34,969,557.63**	**5,454,534.32**
Federal						
Title I	168,553.88	42,138.47	463,523.17	901,962.00	866,000.00	35,962.00
Title IIA	9,350.54	4,675.27	50,551.61	107,657.11	102,000.00	5,657.11
Title III	-	-	-	1,284.00	-	1,284.00
IDEA	-	-	135,990.75	350,719.00	192,000.00	158,719.00
Title IV	5,990.00	2,995.00	26,955.00	44,925.00	10,000.00	34,925.00
Erate	-	-	-	1,427.00	-	1,427.00
Total Federal & Other Programs Funding	**183,894.42**	**49,808.74**	**677,020.53**	**1,407,974.11**	**1,170,000.00**	**237,974.11**
Other Funding						
Student Activities Income	-	3,050.00	8,300.00	8,300.00	-	8,300.00
Interest Income	1,530.99	1,921.31	14,293.85	18,600.00	-	18,600.00
Total Other Funding	**1,530.99**	**4,971.31**	**22,593.85**	**26,900.00**	**-**	**26,900.00**
Total Revenue	**4,551,452.29**	**4,176,687.72**	**31,017,683.35**	**41,858,966.06**	**36,139,557.63**	**5,719,408.43**

Reach Cyber Charter School
Schedule of Fees
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Curriculum and Instructional Support Services	615,441.67	661,419.14	3,813,052.49	5,378,380.00	5,155,704.00	(222,676.00)
Student Connexus License	274,050.00	5,110.00	1,243,410.00	1,894,620.00	1,786,877.00	(107,743.00)
Student Technology Assistance Services	346,872.45	618,179.37	2,534,469.01	3,455,558.00	3,337,336.00	(118,222.00)
Enrollment/Placement/Student Support Services	248,998.53	807,514.23	2,390,602.50	3,109,380.00	3,035,310.00	(74,070.00)
School Operations Support Services	254,475.00	4,745.00	1,154,595.00	1,759,290.00	1,659,243.00	(100,047.00)
School Business Support Services	48,732.96	39,313.44	284,208.00	433,056.00	408,429.00	(24,627.00)
Professional Development Services	48,875.00	26,875.00	174,375.00	230,325.00	220,833.00	(9,492.00)
School Staff Support Services/Human Resources Support	185,725.00	102,125.00	662,625.00	875,235.00	839,164.00	(36,071.00)
Facilities Support Services	2,083.33	2,083.33	18,749.97	25,000.00	25,000.00	-
Short Term Substitute Teachers	-	4,800.00	4,800.00	14,400.00	-	(14,400.00)
Direct Course Instruction Support	10,577.30	15,342.50	89,167.00	118,889.33	-	(118,889.33)
Total Enrollment/Unit Based Fees	**2,035,831.24**	**2,287,507.01**	**12,370,053.97**	**17,294,133.33**	**16,467,896.00**	**(826,237.33)**
Total Fee Based Expenses	**2,035,831.24**	**2,287,507.01**	**12,370,053.97**	**17,294,133.33**	**16,467,896.00**	**(826,237.33)**
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries - Administration	153,277.70	362,448.85	1,511,506.73	2,407,812.17	2,348,818.20	(58,993.97)
Benefits - Administration	33,721.09	79,738.75	332,531.48	529,718.68	516,740.00	(12,978.68)
Pension - Administration	7,663.88	18,122.50	72,008.81	116,824.08	117,441.91	617.83
Taxes - Administration	13,951.01	28,622.04	120,657.67	201,325.16	211,393.64	10,068.48
Total Administrative Compensation	**208,613.68**	**488,932.14**	**2,036,704.69**	**3,255,680.09**	**3,194,393.75**	**(61,286.34)**
Instructional Compensation						
Salaries - Teachers	668,937.58	1,703,702.03	6,043,997.69	9,973,791.91	8,055,982.36	(1,917,809.55)
Benefits - Teachers	147,166.27	374,814.45	1,329,679.49	2,194,234.22	1,772,316.12	(421,918.10)
Pension - Teachers	33,446.88	83,652.13	290,333.69	488,146.69	402,799.12	(85,347.57)
Taxes - Teachers	66,241.61	141,001.52	506,935.03	860,616.51	725,038.41	(135,578.10)
Total Instructional Compensation	**915,792.34**	**2,303,170.13**	**8,170,945.90**	**13,516,789.34**	**10,956,136.01**	**(2,560,653.33)**
Total Compensation	**1,124,406.02**	**2,792,102.26**	**10,207,650.59**	**16,772,469.42**	**14,150,529.76**	**(2,621,939.66)**

Reach Cyber Charter School
Schedule of Other Expenses
For the Period Ended March 31, 2019

	February-19 Actual	March-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs. Budget Variance
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment	5,735.41	11,508.56	84,585.52	540,000.00	325,000.00	(215,000.00)
Total Assessment	**5,735.41**	**11,508.56**	**84,585.52**	**540,000.00**	**325,000.00**	**215,000.00**
Employee Related						
Staff Recruiting/Background Checks	1,043.95	217.41	17,754.77	25,000.00	45,000.00	20,000.00
Staff Training/Prof. Dvlpmt	6,221.96	1,385.21	111,320.85	200,000.00	124,250.00	(75,750.00)
Team Building	-	-	985.26	15,000.00	20,000.00	5,000.00
Travel- Nurse	-	-	-	6,000.00	7,000.00	1,000.00
Travel and Conferences	698.66	917.06	22,656.30	120,000.00	120,000.00	-
Total Employee Related	**7,964.57**	**2,519.68**	**152,717.18**	**366,000.00**	**316,250.00**	**(49,750.00)**
Facilities						
Capital Outlay	-	-	-	135,000.00	135,000.00	-
Copiers/ Reproduction	904.60	1,268.40	9,074.91	14,000.00	14,000.00	-
Internet	1,683.39	777.00	10,642.80	17,000.00	15,000.00	(2,000.00)
Maintenance & Repairs	-	5,012.71	13,677.60	25,000.00	28,000.00	3,000.00
Office Postage	1,110.58	1,557.72	9,771.97	18,000.00	18,000.00	-
Office Supplies	888.05	1,560.42	17,795.34	40,000.00	64,000.00	24,000.00
Office Rent	15,513.79	15,513.79	139,172.25	186,165.48	285,262.00	99,096.52
Other School Expense	-	-	-	9,000.00	9,000.00	-
Rent Operating Expense	-	-	-	-	21,120.00	21,120.00
Small Office Equipment	-	44,367.77	125,798.68	130,000.00	35,000.00	(95,000.00)
Telephone	(449.84)	221.55	3,063.95	6,000.00	3,000.00	(3,000.00)
Total Facilities	**19,650.57**	**70,279.36**	**328,997.50**	**580,165.48**	**627,382.00**	**47,216.52**
Governance						
Banking Fees	442.85	366.10	2,859.35	3,600.00	3,000.00	(600.00)
Board-Related Expenses	-	-	5,704.20	20,000.00	20,000.00	-
Charter School Initiatives (Board Designations)	-	-	-	-	250,000.00	250,000.00
Dues	799.00	3,598.00	27,586.86	42,000.00	9,750.00	(32,250.00)
External Audit	-	-	-	16,000.00	16,000.00	-
D&O Insurance	-	-	3,744.00	3,744.00	4,000.00	256.00
Insurance Expenses	-	-	-	-	100,000.00	100,000.00
Total Governance	**1,241.85**	**3,964.10**	**39,894.41**	**85,344.00**	**402,750.00**	**317,406.00**
Instructional						
Other Curriculum	2,326.95	5,688.48	54,042.96	70,000.00	-	(70,000.00)
STEM Programmatic Expenses	80,914.00	-	312,245.17	500,000.00	226,000.00	(274,000.00)
Total Instructional	**83,240.95**	**5,688.48**	**366,288.13**	**570,000.00**	**226,000.00**	**(344,000.00)**
Professional Services						
Accounting Services	7,000.00	56,817.39	195,082.14	275,000.00	170,000.00	(105,000.00)
Legal Services	4,422.00	-	44,275.72	60,000.00	30,000.00	(30,000.00)
Other Consultants	16.15	16.15	129.20	300.00	-	(300.00)
Total Professional Services	**11,438.15**	**56,833.54**	**239,487.06**	**335,300.00**	**200,000.00**	**(135,300.00)**
Student Related						
Community Coordinators	-	-	4,500.00	7,000.00	-	(7,000.00)
Contracted Pupil Health Support	-	-	5,000.00	10,000.00	10,000.00	-
School Discretionary Targeted Outreach	10,000.00	-	19,925.00	30,000.00	-	-
Extracurricular Activities	-	-	-	65,000.00	70,000.00	5,000.00
Graduation Expense	-	-	-	35,000.00	35,000.00	-
Student Technology Support Stipend	-	253,065.51	521,560.67	806,000.00	740,000.00	(66,000.00)
SPED Related Services	147,364.13	41,068.57	644,701.08	1,000,000.00	768,000.00	(232,000.00)
Student Activities	7,225.12	2,629.30	33,751.77	40,000.00	2,000.00	(38,000.00)
Total Student Related	**164,589.25**	**296,763.38**	**1,229,438.52**	**1,993,000.00**	**1,625,000.00**	**(368,000.00)**
Pending Allocation						
Expenses Pending Allocation	3,258.20	15,677.62	41,861.92	-	-	-
Total Pending Allocation	**3,258.20**	**15,677.62**	**41,861.92**	**-**	**-**	**-**
Total Other Expenses	**297,118.95**	**463,234.72**	**2,483,270.24**	**4,469,809.48**	**3,722,382.00**	**(747,427.48)**

Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Tuesday, March 5, 2019 at 9:00 a.m.

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

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I. Call to Order and Roll Call

In Mr. Taylor's absence, Dr. Harford called the meeting to order at 9:02 a.m. when all participants were present and able to hear each other.

<u>Board Members Present</u>:   Joe Harford, Gail Hawkins-Bush, Dave Biondo and Paul Donecker (via phone);

<u>Board Members Absent</u>:   David Taylor and Alex Schuh;

<u>Guests</u>:   Jane Swan, School Leader; Karen Yeselavage, LeeAnn Richie, Rachel Graver, Clara Keeports, Heather Berger, Nancy Wagner, Alicia Swope, Greg McCurdy, Scott Stuccio, Karen Eppinger and John McMurray, School Staff (in person); Rachel Parker, Cody Smith, Jamie Miedel, Cheryl Glasser, Kelley McConnell, Sheila Perez and Michael Hinshaw, School Staff; Pat Hennessey, Board Counsel; Kevin Corcoran, Charter Choices, Financial Consultant; Andrew Pasquinilli, Amanda Jay, Megan Holston, Tanya Lee, Khoa Nguyen and Megann Arthur, Pearson Online and Blended Learning (POBL) staff (via phone).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

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

RESOLVED, that the Agenda for the March 5, 2019 regular meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

IV.   Oral Reports

a.   Executive Director's Report

i.   State Testing Update

Ms. Swan updated the Board on staff member efforts and specific site preparations for upcoming state testing, including the anticipated participation rates. The Board had discussion with school leadership regarding opt out communications received, and concerns with the effect of such on the school's results.

ii.   Graduation Plans

Ms. Swan excitedly advised the Board of the upcoming first ever high school graduation ceremony for Reach, planned for Friday, June 7, 2019 from 6-8 p.m. in Mechanicsburg, and encouraged Board members to attend. She further advised that all Board members would receive individual invitations with additional details.

iii.   Winter Leadership Conference

Ms. Swan reported to the Board on the Winter Leadership Conference hosted by POBL that she recently attended, including professional development initiatives and networking opportunities. She also described several upcoming curriculum updates and technology initiatives introduced to partnering school leadership.

iv.   Update on Enrollment Opening for the 2019-2020 School Year

Ms. Swan provided the Board with an update on this item. She reviewed the opening enrollment date of March 4, 2019, for the 2019-2020 school year, and advised that this date would allow for the best enrollment experience for families at the school. Board members were supportive of the enrollment start date.

v.   Comprehensive Support and Improvement (CSI) Designation Update

Ms. Swan provided the Board with an update on meetings held to date with the PDE, and advised that the school's representative within PDE has been nothing but positive with the school's plans and initiatives.

b.   Financial Report

Ms. Lee 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. Lee further discussed with the Board the recent marketing partnership with a local minor league baseball team.

i.   Audit Update

Ms. Lee provided an update on the school's annual financial audit progress, as well as the school's current forecast, including the anticipated fund balance.

V. Strategic Plan

a. Strategic Plan Report

Ms. Swan and Mr. Pasquinilli presented this item to the Board. Ms. Swan reviewed the updated format of the Board's Strategic Plan, as included in the Board materials. At Ms. Swan's request, Mr. Pasquinilli reminded the Board of the initial Proposal to Improve Efficacy, as sent to the Board for the January and current Board meetings. He further reviewed in detail the additional proposal for S.T.E.M. Kits, and provided details of immediate initiatives and target dates for project measures, budgets known and finalized to date, as well as those measures with details left to finalize.

At Ms. Swan's request, Mr. McMurray further presented the Board with details of the plans for the proposed S.T.E.M. Kits, the specific materials contained within, such as the books provided, and the staff members' enthusiastic support of the initiative.

i. Updated Format

Board members indicated their support of the updated format of the Plan, and asked about progress of certain items.

b. Approval of Proposal(s) to Improve Efficacy

Ms. Swan reviewed the request for the Board to approve the Proposal to Improve Efficacy, the S.T.E.M. Kit Proposal, and recommended a Board Designee be appointed to finalize the HR items with school leadership and POBL. Board members had brief discussion of the Plans presented, their previous months' review of associated materials, and indicated their support of the direction of the Proposals. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, the Proposal(s) to Improve Efficacy, as discussed, are hereby approved; and

FURTHER RESOLVED, that the S.T.E.M. Kit Proposal, as presented, is hereby approved; and

FURTHER RESOLVED, that the Board President as Board Designee to Finalize HR items included in the Proposal(s) to Improve Efficacy with School Leadership and POBL, is hereby approved.

The motion passed unanimously.

VI. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the January 16, 2019 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s) for January;
- d. Approval of LiveSpeech Invoice(s); and
- e. Approval of Suicide Awareness and Prevention (Act 71) Policy and Procedures; are hereby approved.

The motion passed unanimously.

VII.   Action Items

a.   <u>Approval of School Facility Lease Documentation</u>

Ms. Swan presented this item to the Board. She reviewed the school facility lease documentation sent to date, including the Amendment No. 2 to the existing facility lease to allow for expansion of space, and the quote for signage on the building. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the school facility lease documentation, as presented, is hereby approved.

The motion passed unanimously.

b.   <u>Approval of Board Designee(s) to Review, Finalize and Execute School Facilities and Lease Documentation on Behalf of the Board</u>

Ms. Swan briefly reviewed the school's plans for expansion and anticipated facility needs moving forward. At her request, Ms. Arthur recommended that the Board appoint a Board Designee to work with School Leadership on any remaining documentation associated with the school facility expansion. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board President as Board Designee to review, finalize, and execute school facilities and lease documentation on behalf of the Board, as discussed, is hereby approved.

The motion passed unanimously.

VIII.   Information Items

a.   <u>Outreach Plan for the 2019-2020 School Year</u>

Mr. Nguyen introduced himself and Mr. Stuccio to the Board, and Mr. Stuccio provided a detailed review of the school's proposed Outreach Plan for the upcoming school year, as included in the Board materials. Mr. Stuccio highlighted current and projected enrollment numbers, as well as planned activities for student recruitment. Board members had extensive discussion on outreach efforts, and specific potential avenues for expanded student awareness of the program and recruitment.

b.   <u>State and Strategic Client Relations (SSCR) Update</u>

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school. The Board had discussion on the current climate surrounding virtual charter schools in the state.

Ms. Swan further noted that the school's Comprehensive Plan through 2021 had been approved by the state, and that the Charter renewal site visit by representatives of PDE would be on March 28th. She also advised of the upcoming site visit by AdvancedEd as part of the school work toward accreditation.

i.   <u>Statement of Agreement Update</u>

Ms. Jay provided the Board with an update on this item. She advised that a draft of the Agreement would be sent to the Board prior to the next meeting.

c.   <u>Partner School Leadership Team (PSLT) Update</u>

Mr. Pasquinilli advised that he had no further update for this meeting.

d.   <u>Board Training Requirements Under Act 55 Update</u>

Ms. Arthur asked Board members present if they were able to finalize a date for the in-person Board meeting, to also include Act 55 training requirements completion. The Board confirmed their preference to hold the all-day meeting in a location TBD in Harrisburg on their regular April meeting date.

e.   <u>Statement of Financial Interest Forms</u>

Ms. Arthur briefly reminded Board members of the annual requirement for financial interest forms, including the deadline for submission to the state, and asked all members who had not yet returned them to please do so at their earliest convenience.

Prior to adjournment, Mr. Corcoran noted his desire to provide the Board with some context and commentary on the school's fund balance and previously adopted measures to improve efficacy. Board members discussed timing considerations of certain measures, as well as their desire to provide students and staff with the best possible support for success. There was discussion about specific HR-related items within the earlier approved Proposal to Improve Efficacy.

IX.   Adjournment and Confirmation of Next Meeting – Wednesday, April 17, 2019 at 9:00 a.m.

Dr. Harford inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting date is Wednesday, April 17, 2019 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 10:43 a.m.

Staffing Reports

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Anthony, Emma M.	Teacher - Secondary	$56,500.00	0.04	02/26/2019
Bernstein, Emily A.	Teacher - Secondary	$52,500.00	0.04	02/12/2019
Carmack, Laurie	Teacher - Special Edu	$59,500.00	0.04	02/12/2019
Fritz, Radelle S.	Truancy Officer	$58,500.00	0.04	03/19/2019
Hull Jr., James G.	School Psychologist	$75,000.00	0.04	03/01/2019
Jenkins, Kelli M.	Teacher - Secondary	$56,500.00	0.04	04/02/2019
Mangiacarne, Katie L.	Reading Specialist	$52,500.00	0.04	03/05/2019
Mangle, John B.	Truancy Officer	$59,500.00	0.04	03/19/2019
Murray, Jennifer N.	Teacher - Special Edu	$55,500.00	0.04	02/26/2019
Nave, Vesta L.	Teacher - Special Edu	$52,000.00	0.04	02/12/2019

Departing Employees

Name	Area	Last Day Worked	Reason
Mentzer, Adam C.	Social Worker	03/12/2019	Resigned in lieu of Term
Perez, Marcelina	School Admin Asst I	03/06/2019	Violated Company Policy
Scheib, Eric J.	State Testing Coordinator	03/25/2019	Employee Health Condition

Promotions/Transfers

Name	Previous Position	New Position	Compensation	Bonus	Effective Date
Neary, Kaitlyn	Teacher - Special Edu	Teacher - Secondary	$52,230.00	0.05	10/10/2018

Emma M. Anthony
916 Depot Road• Waterford, PA 16441 • (814) 860-6242• mrsemmamanthony@gmail.com

Education
The Citadel Graduate College, Charleston, SC Dec 2015
Master of Arts in Teaching, Biology
Colonel Charles E. Hirshey Graduate Award of Excellence, Robert Noyce Teacher Scholarship

University of Pittsburgh, Pittsburgh, PA May 2011
Bachelor of Science, Neuroscience
Minor: Chemistry
Dean's List, Magna Cum Laude, Departmental Honors

Certifications
Pennsylvania Teacher Certification, Chemistry (7th-12th grade) Sept 2018
Pennsylvania Teacher Certification, Biology (7th-12th grade) Mar 2018
Pennsylvania Teacher Certification, General Science (7th-12th grade)

Teaching Experience
Kelly Educational Staffing, Substitute Teacher, Erie County School Districts, PA Aug 2018-Present
• Taught three Academic Biology classes at McDowell Intermediate High School as long-term substitute teacher from August 2018-November 2018
• Building relationships with students, parents, faculty, administration, and staff to ensure productive learning environment
• Manages classrooms using positive behavior management strategies
Berkeley High School, Science Teacher, Moncks Corner, SC Jan 2016-June 2018
• Executed lesson plans focused on student success for Physical Science, Biology, and Marine Science classes
• Participates in IEP team meetings and incorporated individual special education interventions into lessons as long term
• Communicated with student's parents to discuss student achievement
• Cultivated safe laboratory practices through instruction and examples
• Implemented hybrid teaching platform using Chromebooks and Google Classroom
• Tutored students during after school office hours
• Reflected on plans, instruction, and activities to make continuous improvements
Stratford High School, Student Teaching Intern, Goose Creek, SC Aug 2015- Dec 2015
• Independently managed three College Preparatory Chemistry classes of 25+ students
• Collaborated with mentor teacher to develop lesson plans according to students' interests, strengths, and needs
• Utilized technology such as SmartBoard into lessons
Stratford High School, Field Experience, Goose Creek, SC Aug 2014- Dec 2014
• Taught complete lessons and labs to high school forensic science students
• Assisted teacher with daily tasks, such as grading
• Guided students during seat work and labs
Kelly Educational Staffing, Substitute Teacher, CCSD, BCSD, SC Sept 2013-Dec 2013
• Executed essential classroom duties while maintaining district educational and behavioral guidelines
Wayne Community College, Academic Skills Center Tutor, Goldsboro, NC Aug 2011- Jan 2012
• Tutored college and high school students in biology, chemistry, anatomy and physiology, algebra, and trigonometry
• Prepared supplemental materials to assist students
Sylvan Learning Center, Teacher, Goldsboro, NC May 2011- Jan 2012
• Taught children K-12th grade math, English, reading skills, and SAT preparation
• Integrated tablets and iPads to enhance and personalize instruction
• Employed a variety of hands-on teaching aids

Research Experience
USDA U.S. Vegetable Laboratory, Biological Sciences Technician, Charleston, SC June 2016- Aug 2016
• Conducted experiments on potential pest-resistant plant strains
• Collected live and dead insect specimens from field for data collection and laboratory experiments
University of Pittsburgh, Research Assistant, Pittsburgh, PA Jan 2008- Aug 2010
• Research assistant in psychology, cognitive neuroscience, and neurobiology laboratories
• Conducted experiments based on written protocols
• Collected, analyzed, and presented data
Additional Experience
International House of Pancakes, Server, North Charleston, SC Jan 2012- Aug 2015
• Provided excellent customer service in a warm and friendly environment
• Resolved customer issues and complaints

Military Experience
United States Air Force Reserve, Air Transportation Craftsman, Pittsburgh Air Reserve Station, PA June 2018-Present
Air Transportation Journeyman, Joint Base Charleston, SC Sept 2012-June 2018

• Load and unload cargo from aircraft
• Maintain files and documents received from cargo processing
• Clean, service, and equip aircraft
• Coordinate air cargo activities
• Process passengers and cargo
Additional Duties/Training:
• Physical Training Leader
• Unit Fitness Program Manager Assistant
• Air Force Trainer

EMILY ANN BERNSTEIN
3210 Rambler Place
Bensalem, Pennsylvania 19020
267-312-4542
embern412@gmail.com
Objective
Passionate, dedicated educator seeking to obtain a position in teaching mathematics in a secondary school setting.

Certification
Pennsylvania State Teacher Certification
Praxis Certified Mathematics (7-12)

Summary of Qualifications
• Knowledgeable in computer applications pertaining to Connections Educations, including but not limited to: Connexus, Outlook, Microsoft Word, Excel and PowerPoint
• Have a firm grasp and understanding of classroom management
• Proven ability to interact with a diverse group of people in a variety of settings
• Direct experience interacting effectively with youth
• Knowledge in Algebra I Keystone requirements and Common Core Standards

Education
• American Public University
• Master's Degree in Education and Online Learning 18/36 credits earned
• Current GPA: 3.78

• Holy Family University, Philadelphia, Pennsylvania
• B.S. in Mathematics with Certification in Secondary Education, GPA 3.91
• Honors
o Dean's List: Spring 2010, 2011, 2012 and Fall 2010, 2011, 2012
o Kappa Mu Epsilon National Mathematics Honor Society: Inducted 2011
o Sr. Patrice Fehr Scholarship: Fall 2011 and Spring 2012

Employment
Secondary Mathematics Teacher, Commonwealth Charter Academy (formally Commonwealth Connections Academy) 2/2014 – present
• Provides instruction to 150+ students in the content areas of Algebra A/B, Algebra Foundations A/B, and Explorations in Math
• Conduct bi-weekly phone calls with students to ensure understanding and assess student knowledge
• Prepare students for the Algebra I Keystone exams
• Conduct weekly Algebra Team meetings to ensure curriculum standards are being met
• 2015-2017 Math Lead – Assist the Math Department Chair in all things related to curriculum, PLC meetings, and Keystone Remediation

Homeroom Advisory Teacher, Commonwealth Connections Academy 3/2013 – 2/2014
• Provides ongoing contact with Students and Caretakers/Learning Coaches to keep students on track
• Completes phone calls to Students and Caretakers/Learning Coaches in a timely and efficient manner
• Monitors student's escalation statuses on a regular basis and addresses issues as needed

Administrative Assistant, AT Chadwick, CO. – Bensalem, PA 1/2008 – 12/2009
• Field phone calls on a multi-phone line to respective departments
• Assist in writing up purchase orders for ordering

Corporate Trainer/Beverage Manager Pizzeria Uno's Chicago Grill, Philadelphia, PA
9/2001 – 9/2006
• Participated in the opening of 5 restaurants across the United States; assisted the new management staff in training all staff on menu specifications, corporate policies and job responsibilities
• Attended bi-annual conferences at the Corporate Headquarters in Massachusetts in order to maintain current specifications relating to the job

Related Experience
Student Teacher
Pennwood Middle School – Yardley, PA 9/2012 – 12/2012
• Observed Mrs. Valorie Rebl's math class
• Co-Taught 7th grade Pre-Algebra Inclusion for 15 weeks along with Ms. Ryan
• Taught 7th grade Honors Accelerated Algebra for 15 weeks
• Taught 7th grade Algebra 1A for 15 weeks

Practicum Student
Buck County Technical High School – Fairless Hills, PA 1/ 2011 – 5/ 2011
Woodrow Wilson Middle School – Philadelphia, PA 9/2011 – 12/2011
• Observed Mr. Terrence Gallagher's math class
• Co-taught one full lesson to 9th grade Algebra Inclusion students along with Mr. Talarico, taught one full lesson to 10th grade Geometry students
• Observed Mr. Taj Utsey's math class
• Taught two full lessons to 7th grade Algebra Inclusion students along with Mrs. Cox-Holloway and Mrs. Beasley

EDUCATION
Bloomsburg University of Pennsylvania, Bloomsburg, PA
Master of Science in Instructional Technology & Design 12/2014
Certifications: Instructional Technology Specialist

Indiana Wesleyan University, Marion, IN Independent Study 5/2011
Courses: Adolescent Brain Development and Learning

Seton Hill University, Greensburg, PA Master of Arts in Special Education 5/2008 Awards: Outstanding Graduate Award

California State University Northridge, Northridge, CA
Bachelor of Arts in Graphic Design/Video Digital Art 5/2004

Certifications

☐ Google Certified Trainer
☐ Apple Certified Teacher
☐ Instructional Technology Specialist PK-12
☐ Business, Computer, Information Technology PK-12
☐ Special Education N-12
☐ Art PK-12
☐ English 7-12
☐ WIU eAcademy Teacher
☐ Student Assistance Program
☐ Non-Violent Crisis Prevention
☐ PA Public Education Clearances

Technology

☐ MAC, PC, Window, iOS, Android Operating Systems
☐ G Suite for Education
☐ Microsoft Office Suite and Office 365
☐ Design Software; Adobe Dreamweaver, Captivate, Adobe Illustrator, Adobe Photoshop, In Design; Corel Software; Quark; Final Cut Pro; Avid; ProTools
☐ Learning Management Software and Course Management Software including; Moodle, Blended Schools, Blackboard, Schoology, Collaborize Classroom, Edmodo, Google Classroom
☐ Web Conferencing Applications including; WebEx, Collaborate, Goto, Saba Centra, SharePoint, Google Hangouts
☐ Data Management Software including; Data Blender, PowerSchool, OnHand Schools
☐ Web Tools and Mobile Technology Applications
☐ Coding/Development; WordPress, HTML5, CSS, JavaScript, SEO, Flash

Experience
Special Education / Technology Specialist Aug 2012 −Current
Penn Trafford School District Trafford, PA
• Providing technology support, mobile device assistance, technical equipment support, technology solutions, and technology troubleshooting for students and staff
• Developing and managing online document and data collection system to maintain confidential communication with all team members
• Designing, developing, and facilitating technology training for learning management courses
• Critically evaluating performance documentation, therapy evaluations, behavioral evaluations, and medical records to determine their needs, create solutions, and implement educational plans
• Designing Blended Curriculum for K-12 education students with learning and developmental needs
• Personnel management and project management for paraprofessional staff
• Case management that ensures education plans for students with special needs are compliant
Instructional Designer / Graphic Designer (3-month Project) Jun 2017 −Sept 2017
BuildED Independent Contractor
• Developed design templates and design elements for higher education online courses
Instructional Technology and Design (5-month Project) Jun 2014 −Oct 2014
Jefferson County Educational Service Center Steubenville, OH
• Coding and design of online courses for the Virtual Learning Academy Learning Management System
• Evaluated and collaborated with IT professionals on solutions for improving the statewide cloud-based teacher evaluation reporting system
• Facilitated weekly adult educator technology training sessions for technology implementation to support the curriculum
• Managed online course building job tasks and maintained detailed online reporting of completed projects for my supervisor
• Assisted with project management for gaming course creation and development
Special Education and Case Manager Aug 2009 −Aug 2012
Warwick School District Lititz, PA
• Design and creation of extensive online LMS courses for differentiating instruction for all learners
• Managed strategic literacy courses• Developed data-driven online course solutions and remediation protocols
• Collaborated with the IT Department and was an active member of the district state assessment committee that provided technology integration assistance and input to professional staff
• Used innovative technology tools to evolve curriculum to better meet 21st century needs
• Personnel management of learning assistants and paraprofessional staff
• Case management for secondary students with intellectual and physical needs
• Project development, implementation, and revision for secondary literature curriculum
Special Education Sep 2007 −Aug 2008
Clelian Heights School for Exceptional Children Greensburg, PA
• Developed instructional support and behavioral support strategies for individuals with severe academic and behavioral needs

RADELLE FRITZ

Summary Licensed Social Worker with over 20 years experience. Seasoned ability to work in conjunction with various agencies in an effort to coordinate the most effective services for individuals, children and families. Adept at handling the stressful demands of working with at risk youth, crisis counseling, and family services. Compassionate social services professional and active listener dedicated to the field of social work.

Skills

Excellent written and oral communication Extensive experience working with children and families Time management skills

Microsoft Office Staff development/training Interagency development and cooperation

Experience

Adoption Social Worker Adoptions From The Heart Coordination of domestic and international adoptions. Education, training, and approval of prospective adoptive parents. Counseling, support and guidance to pregnant women considering adoption. Liaison with attorneys, local hospitals, pre natal care providers and other referral sources. Facilitate training and education of community members about private adoption process. Social Service Coordinator Capital Area Head Start Support services to several childcare and pre-school centers. Referral services to families including assisting in efforts to improve the condition and quality of family life. Education and training of employees including mandated reporting, maternal depression, family partnering, behavior management, and goal planning. Identified existing gaps in services to families and partnered with local agencies to fill those gaps. Supervision of four family support workers Adoption Social Worker Adoptions From The Heart Same responsibilities as listed above Laid off due to agency financial status Clinical Supervisor Cornell Companies/Abraxas/Day Treatment Program Evaluation and development of the clinical programming for court ordered juvenile offenders. Scheduling and program management Supervision of four counselor's performance and treatment planning Director of Social Services Cornell Companies/Abraxas/Harrisburg School District School Social Worker Coordination of services for students and families including mental health services, juvenile probation, children and youth, crisis intervention, case management. Student Assistance Program leader Created policy regarding safety and security of the program

441 Linton Hill Road,Duncannon,PA17020 | H: 717-919-6020 | rfritz31@yahoo.com

04/2001 to 08/2001 Camp Hill, PA

07/1998 to 03/2001 Harrisburg, PA

Harrisburg, PA

Elizabethtown, PA

Truancy support and enforcement Coordination and facilitation of summer enrichment program (Kids College) Supervision of three full time and three part time employees Claims Adjuster One Beacon Insurance Group Evaluated, investigated, negotiated, and settled property insurance claims Juvenile Probation Officer Dauphin County Juvenile Probation Office Coordinated aftercare services for juvenile offenders being released from residential treatment facilities Supervision of juvenile offenders both in the community and while residing at a residential treatment facility Coordinated and facilitated community service for juvenile offenders through partnering with various community agencies Supervision of student interns Wrote and distibuted county wide Balanced and Restorative Justice Newsletter Development and implementation of a young offenders program Firearms instructor Developed safety policy and procedure

Education and Training Master of Arts: Social Work Administration Temple University Bachelor of Arts: Social Work Elizabethtown College Certifications Licensed Social Worker, Commonwealth of Pennsylvania National Organization of Victim Assistance Community Crisis Responder Trained (2009-2015) Keystone Crisis Intervention Team Member (2009-2015) Nonviolent Crisis Intervention Trainer, Crisis Prevention Institute (2008-2009) Safe Crisis Intervention Trained, JKM Training (2001-2006) Family Group Conference Facilitator Trained (2003) Student Assistance Team Certification (2001) ACT 158 Pennsylvania Probation and Parole Officer Firearms Training (1999-2001) Safety and Tactical Training (1998-2001)

References

Marilyn S. Rich, MSC District Supervisor, Adoptions From The Heart (717) 399-7766 (717) 571-7696

Greg Lingle Fairmont Behavioral Health (717) 712-8490

Kim Smith Director of Family and Community Partnerships Capital Area Head Start (717) 541-1795

JAMES G. HULL JR., M.S., ED.S., N.C.S.P.

EMAIL: JHULL1980@GMAIL.COM

Telephone: 724-317-9077

OBJECTIVE

To provide precise data interpretation and educational-consultation services to the district and students that I serve.

SKILLS

Nationally Certified School Psychologist
Educational Specialist, Level II – Pennsylvania
Certified Student Assistance Program (SAP) Trained

HONORS

Hambacher Memorial Scholarship
Outstanding Psychology Student, Junior Year
Outstanding Psychology Student, Graduate Program
EXPERIENCE
School Psychologist IU1 (Laurel Highlands School District, Canon-McMillan School District, Ringgold School District) April 2010 –
Present
• Administered psychological assessments assisting with special-education-eligibility decisions
• Consulted with administrators, teachers, and parents
• Developed and presented multiple professional-development trainings to administrators, teachers, and paraprofessionals
• Attained funding for school initiatives via grants and donations
• Obtained approval from the Pennsylvania Department of Education (PDE), regarding revisions to Special Education Plans
• Entrusted to present Individualized Education Programs (IEPs) on behalf of Local Education Agencies (LEAs)
• Attended numerous professional-development sessions, at the request of administrators
Instructor, Fall 2012 – Fall 2015
• California University of Pennsylvania
• Course: PSY 756 Consultation and Group Processes
Instructor, Fall 2014
• California University of Pennsylvania
• Course: PSY 741 Theories of Counseling and Psychotherapy
Instructor, Spring 2014
• California University of Pennsylvania
EDUCATION
Indiana University of Pennsylvania (May 2016 – Present)
• Doctorate of Education in School Psychology
• GPA=4.0
• Research: Orton-Gillingham Augmented: Adding olfactory stimulation to phonics-based reading interventions.
California University of Pennsylvania (June 2008 – May 2010)
• School Psychology Certification
• GPA= 4.0
• Research: The Effects of Family Dynamics on Student Performance
California University of Pennsylvania (June 2007 – June 2008)
• Master of Science in School Psychology
• GPA = 3.97
California University of Pennsylvania (January 2005 – December 2006)
• Bachelor of Arts Degree in Psychology
• GPA = 4.0
Pennsylvania State University (August 2003 – December 2004)
• Associate of Arts in Letters, Arts, and Sciences
• GPA = 3.5

SECONDARY EDUCATION MATHEMATICS TEACHER

Currently in sixth year of teaching mathematics at Ephrata Middle School, in Ephrata PA. 2013 Graduate of Millersville University of Pennsylvania, with a Bachelor of Science in Education degree in Mathematics and a minor in Spanish. 2016 Graduate of LaSalle University, with a Master's in Education, The Diverse Classroom.

Hardworking, determined teacher who has a love for mathematics content and for sharing that passion when working with kids. Patient and positive, always ready to try new teaching strategies to engage all diverse learners. Enjoys teaching at both the high school and middle school level. Develops a close, yet professional relationship with students and staff members. Enjoys being involved in extracurricular activities such as coaching. Semi-fluent in written and verbal Spanish.

EXPERIENCE

Teaching Secondary Mathematics, Ephrata Middle School, Ephrata PA — Aug. 2016 – Currently
Currently teaching seventh grade common core mathematics and seventh grade Algebra 1. Teaching four - 54 minute, yearlong classes: one seventh grade Algebra 1 class; one co-taught seventh grade class with co-teacher; two grade-seven math classes. Currently working with several students of ELL/ESL, 504's and special education program in an inclusive environment.

Teaching Secondary Mathematics, Elkton High School, Elkton, MD — Aug. 2013 – Aug. 2016
Previously taught: Common Core Algebra 1 and Pre-Algebra in the "Freshman Academy" program. Has also taught Algebra II. Has co-taught and planned with special educator in Pre-Algebra and Algebra 1 classes. Head coach of the Varsity Girls Soccer Team at EHS and the EHS Track & Field program for three years. Has taught 45 minute yearlong classes as well as 90-minute semester block classes.

Student Teaching, Ephrata High School, Ephrata, PA — Jan. - May 2013
Taught for the duration of the spring 2013 semester. Took over two Algebra 3/Trigonometry classes, as well as a block, co-taught, Geometry class and an AP Calculus BC class. Took over all responsibilities of cooperating teacher.

EDUCATION

Millersville University, Millersville, PA — Bachelor of Science in Education, Major: Mathematics; Minor: Spanish (Graduated May 2013) La Salle University, Philadelphia, PA — Masters in Education, The Diverse Classroom (Graduated August 2016)

SKILLS

Experience with one-to-one classroom instruction; Fluent in integrating technology; Experience differentiating instruction; Displays leadership qualities; Experience with team teaching and team planning; Experience with co-teaching; Organized; Dedicated; Student Motivator; Coach
Extensive familiarity with: The Growth Mindset; Mathematica, Graphing Calculators, Smart Notebook, ActivInspire, Excel, Geogebra, Geometer's Sketchpad, Smart-Boards, GetMoreMath, ASCEND Math and the ALEKS program. Has worked with classroom sets of ipads and one-to-one classroom setting.
CPI (Crisis Prevention Institute) Certified as of January 2016
CPR Certified as of August 2016

ADDITIONAL WORK EXPERIENCE

May 2013- August 2013
Trenton Country Club, West Trenton, NJ—waitress/cook
Serves/Prepares Meals
September 2006-2009
Yardley Makefield Soccer Club, Yardley, PA—soccer trainer and referee
Trained soccer teams
Refereed soccer games

AWARDS/RECOGNITIONS

Millersville University's Deans List: Spring 2010, Fall 2012
Millersville Mathematics' Course Honors Fall 2010
PSAC Scholar Athlete Award Spring 2011
Played Collegiate Soccer for Millersville's Women's Team: Fall/Spring 2010
Captain of Yardley Makefield's Women's Soccer Club Team: Fall 2006-Summer 2009
Captain of Neshaminy High School's Girls' Soccer Team: Fall 2007-Spring 2009

LANGUAGE SKILLS

Semi-fluent in written and verbal Spanish

REFERENCES

Mrs. Geraldine Bauer, Ephrata Area SD Math Department Supervisor; 717- 721-1478 ext. 19237
Mr. Russell Garman, Ephrata Middle School Assistant Principal; 717-721-1468
Mr. Pete Kishpaugh, Ephrata Intermediate School Principal; 717-721-1468

Katie L. Mangiacarne
1507 18th Avenue
Altoona, PA 16601
Phone: (814) 381-4843 E-mail: KLB5140@gmail.com

EDUCATION
The Pennsylvania State University
Bachelors of Science, Elementary and Kindergarten Education May 2009
Pennsylvania K-6 Instructional I Certificate

Edinboro University of Pennsylvania
Masters of Education in Reading May 2012
Reading Specialist K-12 Certificate

CONTINUING EDUCATION
BrainPOP Certified Educator 2018
LETRS Module 4: The Mighty Word 2016
LETRS Module 10: Reading Big Words 2015
iNACOL: International Association for K-12 Online Learning National Conference 2009

TEACHING EXPERIENCE

ELA Instructional Designer February 2018-Present
Commonwealth Charter Academy (formerly Commonwealth Connections Academy)
• Designed 272 4th and 5th grade English Language Arts lessons for virtual using the learning management system, Edio
• Interpreted and utilized Pearson ReadyGEN curriculum to design instruction
• Developed an author study and independent writing project for learners
• Collaborated with teachers and designers to develop lessons that meet grade level expectations and a cohesive design across grade levels
• Assumed responsibility of maintaining the Scope and Sequence for grade 4 and 5 according to the lesson objectives
• Facilitated monthly meetings with teachers to showcase designed lessons and gather teacher feedback

Reading Inteventionist (Grade 5) August 2015- February 2018
Commonwealth Charter Academy (formerly Commonwealth Connections Academy)
• Instructed, monitored, and advised 75 to 90 tier-three learners
• Designed and implemented students within flexible groupings at reading level
• Facilitated in planning and training grade K-5 teachers to use Running Records as an assessment tool in August 2015
• Interpreted and utilized DIBELS and Running Records to strengthen and support all learners through differentiated instruction
• Integrated technology into the classroom with ManyCam to create unique rewards through live classroom sessions

Regular Education Teacher (4th and 5th Grade) August 2009- August 2015
Commonwealth Charter Academy (formerly Commonwealth Connections Academy)
• Instruct and monitor an average of 40 students, of whom at least 11 require Individualized Education Plans with the inclusion of 1 English Language Learner per school year
• Developed strong caretaker and student relationships through biweekly phone calls to discuss student progress and intervention recommendations
• Implemented progress monitoring on a biweekly basis to evaluate student growth based on data collected through formal and informal curriculum based assessments
• Designed units and lessons aligned with Common Core State Standards for Math and Language Arts that reinforce students' prior knowledge and grade level expectations
• Assumed responsibility of maintaining Scientific Learning's Fast ForWord software, a reading intervention program, for approximately three thousand students in grades K-12
• Designed and presented trainings for 345 colleagues on effective implementation of Fast ForWord software among students in grades K-12
• Piloted the first co-teaching classroom in 2012, which provided the model for co-teaching in grades 4 and 5 in 2013
• Served as a member of the Student Support Team, a selected group of teachers responsible with reviewing student data and providing intervention recommendations to assist struggling learners
• Instructed cross-curricular Language Arts lessons to build and activate background knowledge, which produced higher order thinking during group discussions
• Interpreted and utilized DIBELS data to strengthen and support all learners through differentiated instruction

TECHNOLOGY SKILLS
Proficient with Google, MacBooks, PCs, iPads, Interactive Whiteboards, Zoom, document cameras, Microsoft Office, Adobe Connect, Scientific Learning software for Fast ForWord, Screencast-o-Matic, ManyCam, and numerous web technologies.

J. BRAD MANGLE
183 West Frederick St. (717) 406 6638
Millersville, PA Jbmangle@gmail.com

PROFILE
Dean of Students with demonstrated success in the following areas:
• Assist with the design and implementation of school wide PBIS as part of a RTII behavioral model
• Assisting new teachers regarding classroom management strategies as part of a new teacher support plan
• Coordinating the school wide professional development and implementation of the Responsive Classroom Approach
• Writing and implementing all school safety plans such as Evacuation Procedures and Lockdown Procedures
• Facilitating the implementation of school based mental health services from an outside agency
• Assisting the Principal with the design and implementation of an RTII instructional model for grades 1 through 5
• Assisting the Reading Specialist with Dibels Progress Monitoring
• Coordinating all 4Sight testing plans and data dissemination
• Implemented computer based Apangea math program
• Input of all discipline data to the district data base (PIMS) and to PDE
• Responsible for all attendance monitoring and subsequent prosecutions
• Implemented all facets of 4SIGHT progress monitoring for students and teachers as part of our RTII instructional model

PROFSSIONAL EXPERIENCE
Dean of Students, Fulton Elementary School, Lancaster, Pennsylvania 2003-2014
Elementary Educator, Fulton Elementary School, Lancaster, Pennsylvania 1985-2003
Elementary Educator, Burrowes Elementary School, Lancaster, Pennsylvania 1984-1985

EDUCATIONAL EXPERIENCE
Educational Administration – Principal Certification K-12
• Penn State University, State College PA
Master of Education, Counselor Education
• Millersville University, Millersville PA
Bachelor of Science in Education, Elementary
• Millersville University, Millersville PA

INSTRUCTIONAL EXPERIENCES
• Fifth Grade teacher at Burrowes Elemenatry
• Third grade teacher at Fulton Elementary
• Taught summer reading and writing at the County Park
• Implemented an IBM computer assisted learning program at the direction of the principal
• Taught Everyday Math in the EAP program from 2004 through present
• Taught three RTII math groups using eligible content material
• Implemented the Accelerated Reader program for Fulton Elementary and coordinated the purchase of software and materials
• Coordinated sight based tutoring and managed all student attendance and faculty payroll
• Substitute RTII reading teacher for all grade levels
• Administered Dibels Next progress monitoring
• Completed training in the Cognitive Coaching model
• Implemented Apangea math via Webinar

MANAGEMENT EXPERIENCES
• Coordinated and recommended all hiring of fulltime Classroom Building Assistants
• Coordinated and recommended all hiring of fulltime school based mental health counselors
• Coordinated and recommended all hiring of lunch and playground assistants
• Monitored all attendance and subsequent prosecutions as per district guidelines
• Developed building tardy guidelines and monitored same
• Monitored all suspension data and lowered Fulton Elementary's suspension days from 177 days (2004) to 25.5 days (2011)
• Met with parents regarding all suspension issues
• Developed and presented all case studies for administrative review and judiciary hearings
• Completed training and certification in the Crisis Prevention Institute (CPI) non violent intervention technique
• Developed and initiated the Franklin and Marshall Mentoring program
• Coordinated the safety patrol program
• Completed training in the Elementary Student Assistance Program
• Developed and presented all case studies for administrative and judiciary review hearings
• Designed all before school and after school safety monitoring

RELATED EXPERIENCE
• Offensive Coordinator and Assistant Head Football Coach at Millersville University -1985 2013
• Offensive Coordinator at Kutztown University - 2014 2017
• Academic counselor for the June/January program for incoming freshman at Millersville Uni
• Academic Coordinator at Kutztown University – 2014 2017

EDUCATION:
Clarion University, Clarion, PA
Master of Special Education December 2012
Minor in Reading Specialist
Clarion University, Clarion, PA
Bachelor of Science in Education May 2008
Concentration in Elementary Education & Special Education

TEACHING EXPERIENCE:
Riverview Intermediate Unit 6, Clarion, PA August 2009-October 2018
Special Education Teacher (K-6th)
Standards Aligned Systems (SAS) instructor
Leadership position instructing educators on aligning Pennsylvania Standards to Common Core
Leadership position instructing educators on Boardmaker Software
Union High School, Rimersburg, PA March-May 2009
Learning Support Teacher (7th-12th)
Long-term substitute teacher
Pennsylvania Pre-K Counts, Sligo, PA December 2008-February 2009
Pre-School Teacher
Long-term substitute teacher
Clarion/Venango/ Butler County School Districts 2008-2009
Elementary Education Teacher
Special Education Teacher
Day-to-day substitute

PROFESSIONAL MEMBERSHIPS:
Negotiations Committee Leader 2014-2018
Executive Council Committee Member 2014-2018
Pennsylvania State Education Association 2009-2018
Professional Committee Council 2009-2016
National Science Teachers Association 2007-2018
KSRA/Seneca Reading Council Association 2007-2009

CLEARANCES:
Pennsylvania Child Abuse
Pennsylvania Criminal Background
FBI Criminal Background - Department of Education

Vesta L. Nave (724) 510-4941
813 Sherry Road, Bedford, PA 15522 vestalynne@gmail.com

Mrs. Vesta Nave
ELEMENTARY SCHOOL TEACHER

PROFESSIONAL PROFILE:
I offer a proven track record of commended performance with 3 years of experience working in general and special education grades K-6. I have a passion for education and an unwavering commitment to optimizing student and school success.

TEACHING EXPERIENCE:

SPECIAL EDUCATION TEACHER
HOPE for Hyndman Charter School | June 2016 - Present
K-6th Inclusion Facilitator
· Differentiate lessons based on students' needs and abilities
· Create and implement standards-based lessons with clear objectives
· Implement technology into lesson plans
· Collaborate with fellow teachers
· Meet regularly with parents and guardians to discuss children's progress
· Maintain accurate and complete records for 24 students

BUILDING SUBSTITUTE
North Side Primary School | Aug 2015 – April 2016
Instructed up to 30 students individually and in groups
· Fostered a classroom environment conducive to learning and promoted excellent student engagement.
· Developed and implemented daily and unit lesson plans administered tests and evaluations and analyzed student performance.

INTERNSHIP:

North Side Primary School | Aug 2014 – April 2015
Planned and implemented creative lessons in accordance with district, county, state, and federal guidelines.

EDUCATION:

BACHELOR OF SCIENCE
Elementary Education
Robert Morris University
2011 - 2015

CERTIFICATIONS:
CERTIFICATION #1
Instructional 1
General Education / PA
2015

CERTIFICATION #2
Instructional 1
Special Education / PA
2015

HONORS:
Recognized as a Dean's Scholar in the School of Education and Social Sciences

PROFESSIONAL MEMBERSHIPS:
PSEA, Kappa Delta Pi, Phi Theta Kappa Honor Society Member

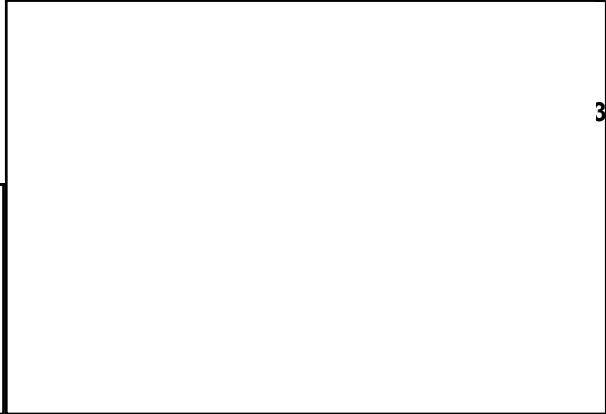References provided upon request

Connections Education LLC

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

Invoice

3

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

Purchase Order No.	Customer ID		Payment Terms	
2557190	0001124		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	February Service	$180,887.36	$180,887.36
1.00	ENROLLMENT BASED	February Service	$2,035,831.24	$2,035,831.24
1.00	OTHER CA CREDIT	February Service	($12,455.55)	($12,455.55)

Please note invoice number 151105 on remittance. Thank you.

Discount	$0.00
Total	$2,204,263.05

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

Connections Education LLC

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

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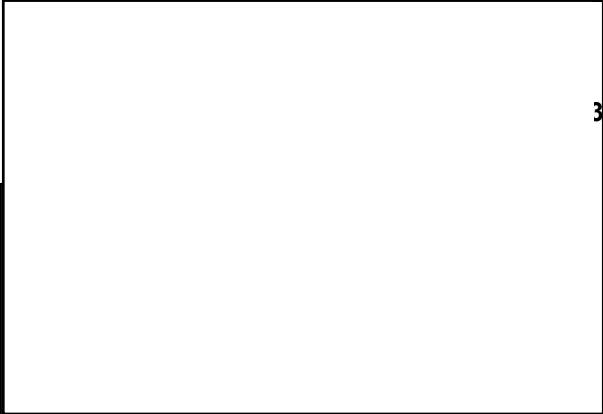
Reach Cyber Charter School-REIMB
Dave Biondo, Treasurer
750 East Park Drive
Suite 204
Harrisburg PA   17111

Purchase Order No.	Customer ID		Payment Terms	
2557190	0001124R		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	February Service	$132,675.58	$132,675.58
1.00	WITHHOLDINGS	February Service	$55,576.01	$55,576.01

Please note invoice number 151106 on remittance. Thank you.

Discount	$0.00
Total	$188,251.59

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Chicago, IL 60693-0323

CONNECTIONS EDUCATION®

Charges for the Following Period:	February 2019

Compensation Expenses

Benefits - Administration	33,721.09
Benefits - Instructional	147,166.27
	180,887.36

Enrollment/Unit Based Charges

Student Technology Assistance Services	100,227.45
Student Technology Assistance Services Monthly Fee	246,645.00
Student Connexus License	274,050.00
Curriculum and Instructional Support Services	106,491.67
Curriculum and Instructional Support Services Month	508,950.00
Enrollment/Placement/Student Support Services	131,548.53
Enrollment/Placement/Student Support Services Mon	117,450.00
School Operations Support Services	254,475.00
Direct Course Instruction Support	10,577.30
Professional Development Services	48,875.00
School Staff Support Services	185,725.00
School Business Support Services 1	48,732.96
Facilities Support Services	2,083.33
	2,035,831.24

Pass Through Expenses	132,675.58
Withholdings	55,576.01
Credit for Non-Billable Earnings Paid By the Schools	(12,455.55)
Total Amount Due	**$ 2,392,514.64**

Connections Education LLC

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Columbia, MD 21044
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Invoice

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

Purchase Order No.	Customer ID		Payment Terms	
2557190	0001124		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	March Service	$454,553.20	$454,553.20
1.00	ENROLLMENT BASED	March Service	$2,282,707.01	$2,282,707.01
1.00	OTHER CA CREDIT	March Service	($13,621.45)	($13,621.45)
1.00	OTHER CA CHARGE	March Service	$4,800.00	$4,800.00

Please note invoice number 151424 on remittance. Thank you.

Discount	$0.00
Total	$2,728,438.76

Make all checks payable to Connections Education and send to:
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	Invoice	151425
	Date	4/8/2019
	Page	1

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
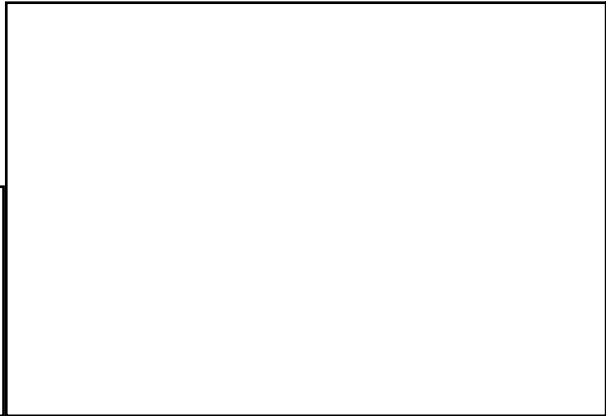
Purchase Order No.	Customer ID		Payment Terms	
2557190	0001124R		NET30	

QTY	Item	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	March Service	$155,484.54	$155,484.54
1.00	WITHHOLDINGS	March Service	$58,107.96	$58,107.96
1.00	OTHER CA CHARGE	March Service	$253,065.51	$253,065.51

Please note invoice number 151425 on remittance. Thank you.

Discount	$0.00
Total	$466,658.01

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CONNECTIONS EDUCATION®

Charges for the Following Period:	March 2019
Compensation Expenses	
Benefits - Administration	79,738.75
Benefits - Instructional	374,814.45
	454,553.20
Enrollment/Unit Based Charges	
Student Technology Assistance Services	613,580.37
Student Technology Assistance Services Monthly Fee	4,599.00
Student Connexus License	5,110.00
Curriculum and Instructional Support Services	651,929.14
Curriculum and Instructional Support Services Month	9,490.00
Enrollment/Placement/Student Support Services	805,324.23
Enrollment/Placement/Student Support Services Mon	2,190.00
School Operations Support Services	4,745.00
Direct Course Instruction Support	15,342.50
Professional Development Services	26,875.00
School Staff Support Services	102,125.00
School Business Support Services 1	39,313.44
Facilities Support Services	2,083.33
	2,282,707.01
Pass Through Expenses	155,484.54
Withholdings	58,107.96
Credit for Non-Billable Earnings Paid By the Schools	(13,621.45)
ISP Payment Reimbursement	253,065.51
Short Term Substitute Teaching Services	4,800.00
Total Amount Due	$ 3,195,096.77

Invoice	150954		
Date	2/20/2019		
Page	1		

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044

Invoice

Phone: (443)-873-1779

Reach Cyber Charter School
Dave Biondo, Treasurer
750 East Park Drive
Suite 204
Harrisburg PA   17111
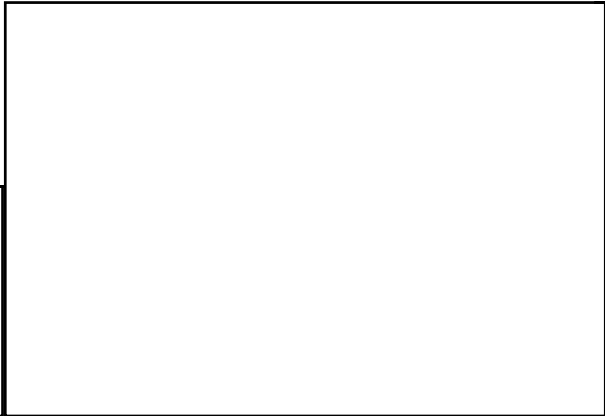
Purchase Order No.	Customer ID		Payment Terms	
2590072	0001124		NET30	

QTY	Item	Description	Unit Price	Ext. Price
97.00	REACH LIVESPEECH	Group Therapy - January	$240.00	$23,280.00
13.00	REACH LIVESPEECH	Individual Therapy - January	$290.00	$3,770.00
4.00	REACH LIVESPEECH	Initial Assessment - January	$350.00	$1,400.00
9.00	REACH LIVESPEECH	Initial Set-Up - January	$60.00	$540.00
110.00	REACH LIVESPEECH	Progress Notes LiveSpeech & Secondary System - January	$48.00	$5,280.00
5.00	REACH LIVESPEECH	ReEvaluation - January	$350.00	$1,750.00
2.00	REACH LIVESPEECH	Screening - January	$95.00	$190.00

Please note invoice number 150954 on remittance. Thank you.

Discount	$0.00
Total	$36,210.00

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

Invoice	151215
Date	3/12/2019
Page	1

Connections Education LLC

10960 Grantchester Way
Columbia, MD 21044

Phone: (443)-873-1779

Invoice

Reach Cyber Charter School
Dave Biondo, Treasurer
750 East Park Drive
Suite 204
Harrisburg PA   17111
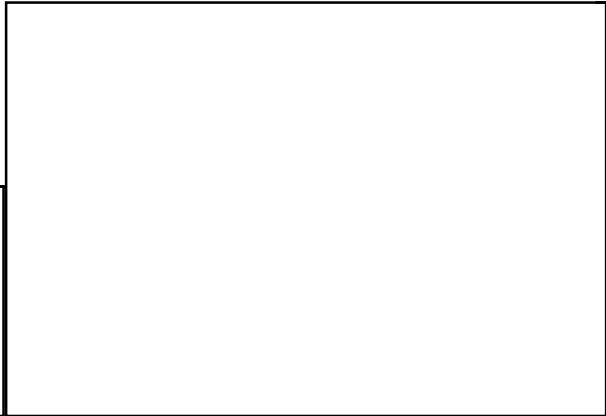
Purchase Order No.	Customer ID		Payment Terms	
2590072	0001124		NET30	

QTY	Item	Description	Unit Price	Ext. Price
96.00	REACH LIVESPEECH	Group Therapy - February	$240.00	$23,040.00
13.00	REACH LIVESPEECH	Individual Therapy - February	$290.00	$3,770.00
1.00	REACH LIVESPEECH	Initial Assessment - February	$350.00	$350.00
1.00	REACH LIVESPEECH	Initial Set-Up - February	$60.00	$60.00
2.00	REACH LIVESPEECH	Progress Notes LiveSpeech & Secondary System - February	$48.00	$96.00
3.00	REACH LIVESPEECH	ReEvaluation - February	$350.00	$1,050.00

Please note invoice number 151215 on remittance. Thank you.

Discount	$0.00
Total	$28,366.00

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

From: Amy Pymm
To: Reach Cyber Charter School Board of Directors
Re: School-Specific Handbook Supplement for 2018-2019

Attached for board approval is the addition of the "English Language Learners" section, updates to the "Conduct, Due Process, Grievance, and Communication" section and appendices that provide additional English Language Learner information within the 2018-2019 School-Specific Handbook Supplement. Once board-approved, the revised Supplement will be posted on the Virtual Library, and the updates will be reflected in the 2018-2019 handbook and future school year handbooks, including 2019-2020.

For your convenience, a summary of the changes to your School-Specific Handbook Supplement is provided below.

7.3 English Language Learners

All families must complete the Pennsylvania Home Language Survey during the initial enrollment process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using Pennsylvania's English Learner Identification Procedures to determine English fluency within thirty (30) days of enrollment at the beginning of the school year or within fourteen (14) days for students enrolling after the start of the school year. If the student has performed the English language proficiency screening at a previous school (currently the state is using KW-APT, K MODEL, WIDA screener, or WIDA MODEL screener), test results should be provided to Reach during the enrollment process. If the student has not previously been tested, Reach School staff will contact the family to arrange testing within the thirty (30) days window. If the student has been designated as an English Language Learner (ELL) at any time, and has NOT yet been redesignated as fluent in English, Reach is required to administer an annual ACCESS for ELLs test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the School will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waive these additional services.

Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselors, EL teacher, and administrator, when necessary. Reach is responsible for reclassifying and re-designating ELLs as fluent in English

and assessing ELL students to determine if they are making progress towards becoming fluent in English. The reclassification window opens when ACCESS scores are published, and typically closes October 1 of the following school year. In order to determine if a student may be reclassified as fluent, the state mandates that four (4) factors must be taken into account as follows:

1. ACCESS for ELLs Proficiency Level
2. ACCESS for ELLs Reclassification Points
3. Points from language use inventory #1 (see rubric in appendix 3)
4. Points from language use inventory #2 (see rubric in appendix 3)

The language use inventories must be completed prior to the release of ACCESS scores each year for students who are likely to reach the threshold. If points from all four (4) factors meet or exceed the threshold score of 10.5, the student is eligible to be recommended for reclassification.

ELLs with disabilities that are eligible to take the Alternate ACCESS for ELLs may be considered for reclassification when:
1. A score of at least P2 on two (2) consecutive administrations or the same score for three (3) consecutive administrations is achieved; AND
2. The IEP team, with ESL input, recommends the reclassification.

Once the determination for reclassification has been made, the date of reclassification is determined, and the Caretaker is notified in writing. The student then enters a two (2) year monitoring phase. During the monitoring phase, teachers will review the student's progress and performance in core academic coursework as well as on both school and state assessments. If a student appears to be struggling academically, the student may be re-designated to an active EL and additional supports or interventions will be provided. Once a student has been monitored and determined to be academically successful for two (2) years, the student will be removed from the monitoring process.

Student and Employee Communications

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by Connections Academy. All communications must be appropriate and remain educationally relevant.

APPENDIX I: HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name:

Child's family name:

Child's Date of Birth:

(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) _____

2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language) _____

3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided ☐ No ☐ Yes

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English Learner Identification Procedure - Grades K-12

(See Pre-K identification guidance for Pre-K students)

☐ **STEP 1:** Review the Home Language Survey.

- If the HLS indicates a language other than English for **any** question, **proceed to STEP 2**.

- If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4**.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

☐ **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date: _____ Phone: _____

Name of Student: _____ PASID: _____

Students Date of Birth: _____ Age: _____

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB): _____

Parent Country of Origin: _____ Student Country of Origin: Parents'

Primary Country of Education: _____

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?

   ☐ YES   ☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

   ☐ YES   ☐ NO

3. When at home, how often does this student hear a language other than English?

   ☐ Always   ☐ Occasionally   ☐ Never

4. When at home, how often does this student speak a language other than English?

   ☐ Always   ☐ Occasionally   ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?

   ☐ Always   ☐ Occasionally   ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.
Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3.**

Comments:

☐ **STEP 3: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see Appendix A before proceeding.**

☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP 5**.

*NOTE: A student who has an overall composite proficiency level ACCESS score from the previous school year that does not meet or exceed 4.5 does not need to be re- screened. In this case, **skip to STEP 6.** If a student has an overall composite proficiency level ACCESS score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

☐ **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener.

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Record the screening scores below. See Appendix D for information about the appropriate test form to administer.

Listening	Speaking	Reading PL	Writing PL	Literacy	Oral CPL	Overall

KW-APT only

Listening and Speaking raw score	Reading raw score	Writing raw score

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of **19 or lower** OR **Between 20-24** inclusive AND reading ≤ 6 OR writing score ≤ 4 *See kindergarten identification and placement process flowchart in* Appendix B
Kindergarten	K MODEL	*1st semester K:* ***Assess all 4 domains*** Oral language composite below **5.0** *(Use literacy scores for instructional plans)* *2nd semester K:* ***Assess all 4 domains*** Overall composite proficiency level below **5.0** **AND**
1st semester	K MODEL	***Assess all 4 domains*** Overall composite proficiency level below **5.0**
1-12	WIDA Screener	Overall composite proficiency level below **5.0**
1-12	MODEL Screener	Overall composite proficiency level below **5.0**

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

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☐   **STEP 6:** **OPTIONAL -** Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7.**

Name of screener	Score(s)	Score descriptor

☐   **STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:

- Is enrolling after grade two, AND
- Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
- Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?

☐ YES   ☐ NO

Proceed to STEP 8.

☐   **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement:

Proceed to STEP 9.

☐   **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See PDE guidance concerning parental right to refuse services. **Proceed to STEP**

10.

☐ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11**.

☐ **STEP 11:** Notify the receiving school of student's identification and placement. **Proceed to STEP 12**.

☐ **STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13**.

☐ **STEP 13:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Students who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

Appendix B

English Learner (EL) Identification Procedure Flowchart

Student enrolls in LEA

NOTE: This process must be completed within 30 days for student enrolling at the start of the year or within 14 days for students enrolling after that start of the year.

Administer Home Language Survey

Language other than English listed? — **NO** → Student is not an EL → **Schedule Student**

YES ↓

Family Interview (see note A)

Met cutoff? — **YES** →

↓

Review of academic records (see note B)

Notify receiving school of placement

↓

Determine if student has LIFE

NO ↓

Evidence of English proficiency? — **YES** →

Initiate active service record in district SIS

↓

Determine program based on ELP level (see note C)

NO ↓

Assign student to EL program

ELP screening (KW-APT / MODEL/WIDA Screener)

Provide parent with program description →

Parent refuses placement? — **NO** ↑ / **YES** →

Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Appendix C

Kindergarten English Learner (EL) Identification and Placement Process Flowchart
When using the KW-APT only

Administer all 4 domains of the Kindergarten W-APT (listening, speaking, pre-reading and pre-writing) to ALL ELs on the LEA's PHLOTE List

19 or lower on oral composite score indicates that a student likely requires English language assistance instruction.

Between 20 and 24 inclusive on oral composite score indicates that a student may require English language assistance instruction.

25 or higher on oral composite score signifies that a student meets the minimum criteria for English language proficiency and is not an EL.

The LEA must consider student's reading and writing scores.

Reading ≤ 6 **OR** Writing score ≤ 4

Reading ≥ 7 **AND** Writing ≥ 5

Place the EL into the LEA's Language Instruction Educational Program that will best serve the student's English language learning needs.

No placement into the LEA's Language Instruction Educational Program.

Selection of appropriate grade-level cluster test forms

For the WIDA Screener and MODEL, the appropriate grade-level cluster form to administer to students depends on the time of year when the test is being administered and the current grade of the student. For students in the first semester of the first year of a grade-level cluster, the district should administer the next lower grade cluster form. See the table below.

WIDA Screener Selection

Grade	1*		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	Grade 1 Test		Grades 2–3 Test				Grades 4–5 Test				Grades 6–8 Test						Grades 9–12 Test							

* Districts have the option of using the grade 1 WIDA Screener or the Kindergarten MODEL for first semester 1st graders.

WIDA MODEL Selection

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener				Grades 1-2 Screener				Grades 3-5 Screener						Grades 6-8 Screener						Grades 9-12 Screener					

Kindergarten students may be administered the KW-APT or the MODEL. The KW-APT may NOT be administered to first semester 1st graders.

KW-APT

GRADE	K	
Semester	1	2
Grade-Cluster Form	KW-APT	

APPENDIX III: STATE REQUIRED RECLASSIFICATION, MONITORING, AND RE-DESIGNATION OF ENGLISH LEARNERS (ELS)

State required reclassification criteria

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix A).

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

See Appendix D for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold.

Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year.

The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6 Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an LIEP for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, **AND**
4. The school has documented evidence* that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

   * Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

To calculate the percent difference between scores, use the following formula:

Δ OCPL / OCPL1 (100) = % change

Δ OCPL: Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three

OCPL1: overall composite proficiency level from the first of the two years being compared

For example, the percent difference between a score of 4.3 and 4.5 is (.2/4.3)*100, which is 4.65%.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the student

A single team member may fill more than one of the roles identified above. High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall

composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of these questions is 'no', then the team must carefully consider the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and supports.

See Appendix E for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs with disabilities, but it must at a minimum include the names of the team members involved, the evidence that was analyzed, the student's current ACCESS scores, and answers to the four questions above. The form should be filed with the student's permanent record.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)
ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of former ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification
Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

APPENDIX A:

Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Grade: Kindergarten

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

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Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

Total Points:

Grade: 1

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.	

Total Points:

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like "and" and "because".	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I …").	Maintains a high degree of grammatical accuracy (capitalization of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as "because".	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as "because" to support their opinion.	

Total Points:

Grades 2-3

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because".	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I …").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non- fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

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Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix C can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

APPENDIX B

Grades: 4-12

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

APPENDIX C

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like "and" or "then."	Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some "jumpiness" in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically.

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships Between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well- structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

APPENDIX D

Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District: School:

ACCESS for ELLs® Proficiency Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points meet or exceed the threshold of 10.5?

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student   **is recommended / is not recommended**   for reclassification as a former EL.

If the student's score is equal to or exceeds the threshold of 10.5, but the student is not recommended for reclassification, then provide an explanation below:

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Notes:

ESL Teacher/Coordinator Signature: ESL
Teacher/Coordinator Printed Name:

Appendix E

Reclassification Cover Sheet

(for ELs with an IEP only)

Student

Name:

PASID:

DATE:

Grade:

School

District:

School:

Overall composite proficiency level:

Listening proficiency level:

Speaking proficiency level:

Reading proficiency level:

Writing proficiency level:

Team members present for recommendation discussion:

Required criteria

The student is only eligible for reclassification if all the answers to the following questions are YES.

1. Does the student have an IEP?　　**YES / NO**
2. Has the student been continuously enrolled in an ESL/bilingual education program for at least four years? **YES / NO**
3. Has the student's overall composite proficiency level score on the ACCESS

for ELLs[®] **NOT** increased by more than 10% at any point or total over the three most recent testing cycles? **YES / NO**

List the three most recent ACCESS overalll composite proficiency level scores: 1.

2.

3.

4. Is there documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP? **YES / NO**

Evidence that was evaluated by the team in making the recommendation for reclassification:

1. Has the student received adequate ELD instruction commensurate with his/her ELP level for the most recent four years? **YES / NO**

2. Is this student able to effectively communicate in English? **YES / NO**

3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles? **YES / NO**

4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability? **YES / NO**

If yes, explain:

If the answer to any of the above questions is "no", then the notes must contain a description of compelling evidence that the student should be reclassified as a former EL in spite of the fact that there is an indication that he/she may benefit from continued participation in the LIEP.

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended / is not recommended** for reclassification as a former EL.

Notes:

ESL Teacher/Coordinator
Signature: ESL
Teacher/Coordinator
Printed Name:

Please let us know if we can aid in the review process in any way or if you require further information on this policy.

3RD QUARTER OPERATIONS METRICS

Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership (PSLT) and Partner School Success (PSS) Teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs) and weekly communication with each school's leadership to support all stakeholders working through the daily challenges of successful school operations.

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

- **Personalize & Monitor Student Learning**: first semester (final) and second semester (current) core course passing rates (course completion), cohort summary information, RTI tier status, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** on time and completed welcome calls, start up tasks, curriculum based assessment (CBA) completion, Learning Coach contacts, preliminary retention contacts complete and during school year withdrawals.
- **Develop & Collaborate Professionally**:   teachers completing POBL-offered professional learning sessions.
- **School Operations**: metrics generally focus on teacher hiring, retention and student enrollment (late vs. on-time, new vs. returning). Due to the timing of quarter three, metrics will not be reported in this category.

Quarter 3 encompasses the time period between January 1, 2019 and March 31, 2019. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are no truly "comparable schools" but we have grouped them by student start date noted in the tables by "Group", and also by size (small 0-799, medium 800-2999, large 3000+ students). Additionally, year over year comparison data is provided where available to highlight specific trends. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Personalize & Monitor Student Learning

First Semester "Final" Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 18/19	89%	77%	86%	88%	75%	76%
Reach 17/18	82%	69%	73%	84%	70%	66%
Medium Avg.	89%	81%	83%	89%	79%	77%
Group 3 Avg.	90%	83%	83%	91%	80%	77%
Connections Avg.	91%	81%	82%	91%	78%	76%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 18/19	87%	75%	83%	85%	74%	86%
Reach 17/18	84%	72%	79%	81%	71%	85%
Medium Avg.	88%	80%	84%	88%	79%	86%
Group 3 Avg.	86%	81%	84%	88%	80%	85%
Connections Avg.	89%	81%	84%	89%	78%	85%

Second Semester "Current" Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 18/19	87%	59%	61%	80%	58%	55%
Reach 17/18	81%	64%	56%	72%	56%	59%
Medium Avg.	88%	69%	70%	82%	66%	64%
Group 3 Avg.	88%	70%	69%	84%	68%	63%
Connections Avg.	90%	70%	70%	84%	66%	64%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 18/19	83%	63%	56%	82%	65%	64%
Reach 17/18	82%	68%	56%	78%	63%	63%
Medium Avg.	88%	75%	74%	86%	74%	74%
Group 3 Avg.	86%	73%	74%	86%	72%	74%
Connections Avg.	88%	74%	75%	87%	73%	74%

- **First semester "final" core course completion and second semester "current" core courses on track for successful completion** – This shows the percent of first semester core courses marked as successfully completed (those with a score of 60% or higher) and the status of the second semester core courses (in progress with a 60% or higher score) who are still working towards completion. The "final" grades reported for semester one reflect increases over the "in progress" course completion rates reported in quarter 2 in all course/grade band combinations with high school math showing the highest increase (9%). Although semester 2 "in progress" courses have lower than anticipated passing rates, we do realize these rates tend to fluctuate throughout the semester with different school policies handling missing assignment and reteach/relearn policies. Consistent with the changes seen when semester one courses were finalized, we fully expect to see these rates increase at the end of the 18/19 school year.

	Compliant IEP Review	Tier I	Tier II	Tier III
Reach 18/19	98%	82%	7%	0.0%
Reach 17/18	92%	77%	12%	0.0%
Medium Avg.	97%	86%	5%	0.5%
Group 3 Avg.	97%	85%	6%	0.8%
Connections Avg.	98%	87%	4%	0.6%

- **Special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and, due to the legal nature of this metric, is expected to stay consistently above 90%.

- **Students identified for Response to Intervention (RTI) tiers** – RTI is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the RTI framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions. Reporting on this metric helps to identify schools where the identification and documentation process is working to move students between the tiers as needed. Tier III here does not include students with an active IEP in ELA or Math. Identification of the Tier II and III students continues to be a struggle for our teachers, however, we have continued to move in a positive direction this year compared to last with a 1% increase in both Tier II and III identification from quarter three last year.

	4 HS Cohorts % On track	2019	2020	2021	2022
Reach 18/19	59.9%	60.4%	52.4%	61.6%	65.2%
Connections Avg.	59.5%	52.7%	54.0%	60.9%	70.4%

- **Cohort Summary Report – HS Cohorts % On Track** – Average "on track for graduation" rates of 4 cohorts active during the 18/19 school year (Classes of 2019, 2020, 2021, 2022). Rate for each cohort year is calculated as (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). Efforts to improve this metric for each school continue by focusing on withdrawn students (ensuring we remove, where applicable, students from graduation calculation denominator) and enrolled student support to ensure supportive efforts are occurring to both keep students on track and help them in credit recovery efforts where needed.

Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Start Up Tasks Complete	Student Contacts Met	LC Contacts Met
Reach 18/19	89%	99%	96%	86%	88%
Reach 17/18	91%	99%	99%	80%	91%
Medium Avg.	94%	99%	98%	87%	78%
Group 3 Avg.	91%	99%	98%	92%	72%
Connections Avg.	93%	99%	98%	86%	73%

- **Students receiving a "Welcome Call" on time, and total welcome calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a Welcome Call is "on time" if completed within 7 calendar days of enrollment. The target for this metric is set to 95% because some students who enroll will never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes. On time Welcome Call completion remains on par with prior years at just under the 95% goal across all schools.

- **% of students enrolled 21 or more days who have completed Start-Up Tasks** – Students are monitored and encouraged to complete a set of "start-up tasks within the first 21 days of enrollment. Across all Connections schools, 98% of students enrolled 21+ days had completed their start-up tasks. This is up from first quarter's 97% completion rate.

- **Student & Learning Coach Contacts Met** – Although frequent contact happens in many other ways (webmail, LiveLesson recording, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard.   The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 3 (cumulative) synchronous contacts with the Learning Coach during the school year.

	CBA "Met" K-8	CBA "Met" 9-12	Preliminary Retention Notification	DSY WD
Reach 18/19	91%	85%	70%	21%
Reach 17/18	79%	80%	62%	21%
Medium Avg.	87%	84%	76%	24%
Group 3 Avg.	87%	78%	73%	20%
Connections Avg.	86%	81%	73%	23%

- **Students with CBAs Met** – Connections-supported schools use a minimum number of "curriculum-based assessments" (CBAs) as one way to ensure student learning is authentic). CBAs are usually 1:1 phone calls during which a teacher probes the student's understanding of a specific part of the curriculum. This metric is the percent of students meeting this criteria by the end of the third quarter.

- **Preliminary Retention Notification** – As part of the continuous monitoring and communication process at each school, teachers are asked to complete a "preliminary" promotion/retention recommendation for all K-7th grade students in the early spring. The resulting call and written follow-up for those students who are indicated as "in danger of being retained" allows for a critical (and documented) communication with each impacted family. Warning of possible retention status is a required contact when a student is marked "retain" or "unsure" and this resulting metric is the percent of students across all school marked as "retain" or "unsure" who have had a successfully logged retention call.

- **During School Year Withdrawals** – This shows percent of students who enrolled, completed at least 20 lessons, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools and do vary among Connections Academy schools. This metric does not differentiate between parent-initiated withdrawals and school-initiated withdrawals (where possible and for things such as truancy). Much work across several POBL departments is done to better understand reasons for parent-initiated withdrawal and to reduce, or eliminate wherever possible to increase enrollment longevity of students.

Develop & Collaborate Professionally

	Sept	Oct	Nov	Jan	Feb	March
Reach 100s	80%	80%	67%	67%	53%	40%
Reach 200s	89%	80%	75%	71%	58%	35%
Reach 300s	60%	50%	60%	60%	10%	20%
Reach MWGT!	33%	67%	67%	67%	0%	0%
Medium Avg.	85%	74%	74%	64%	45%	26%
Group 3 Avg.	84%	77%	75%	70%	41%	21%
Connections Avg.	75%	65%	65%	57%	37%	21%

- **Teachers participating in Professional Learning –** Connections has an extensive professional learning program, an overview of which was shared in the Professional Development Plan designed as an integrated part of the school-specific professional development agenda. Consistent with last year, offerings include 100, 200 and 300 level courses into which teachers are enrolled based on length of employment and school operations. Teachers have the option of not taking a designated course in favor of a specialized math professional development track instead: the Math, We've Got This! (MWGT!) Series. The values reported here represent all PL sessions offered from the start of school to present. Connections will continue to work with schools to take full advantage of these resources.

From: Amy Pymm
To: Reach Cyber Charter School Board of Directors
Re: School-Specific Handbook Supplement for 2018-2019

In addition to the previously supplied handbook revisions for April Board consideration, attached or board approval is an update to the Graduation Requirements within the 2018-2019 School-Specific Handbook Supplement. Once board-approved, the revised Supplement will be posted on the Virtual Library, and the updates will be reflected in the 2018-2019 handbook and future school year handbooks, including 2019-2020.

For your convenience, a summary of the changes to your School-Specific Handbook Supplement is provided below.

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 a minimum of 5 of the credits (or 10 courses) required for graduation at Reach, with 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.

2019-2020 Total Compensation Plan for Teachers

Base Salary*	- A <u>starting</u> base salary for new teachers will be determined by the point system described below. - Teachers may receive an annual salary increase based on their performance rating. - For this school year, the **Reach Cyber Charter School** starting base will be **$48,000.** - Each point will be valued at $1,000.
Payroll Schedule	- Teachers will receive twenty-four (24) pays of an equal gross amount, assuming they remain employed throughout the school year. - Teachers' annual salaries may be pro-rated for a partial year of service due to a leave of absence, a start date after the first scheduled work day or leaving prior to the end of the school year.
Career Ladder Positions	Teachers can apply for the following career ladder opportunities and assume additional responsibilities in order to earn additional compensation as follows: - Coordinator Teacher – base plus 4% - Lead Teacher – base plus 9% - Specialist Teacher – base plus 12% - Master Teacher – base plus 15%

Bonus Incentive	- Teachers are eligible for a bonus incentive of 4-10% of their compensation, which is paid in the fall and is based on their end-of-year overall Individual Performance Rating, the achievement of school goals, and years of service. The school leadership team determines goals, in compliance with any applicable state regulations, and may include student achievement metrics, parent feedback, LiveLesson observation scores, or other approved metrics. The schedule of years of service and bonus incentive is as follows:
	    · 1st year of service – 4% bonus incentive
	    · 2nd year of service through 4th year of service – 5% bonus incentive
	    · 5th year of service through 9th year of service – 8% bonus incentive
	    · 10th year of service on – 10% bonus incentive
	- If the teacher notifies their principal they will not be returning for the following school year, they may be eligible to receive 50% of the calculated bonus incentive payment.

Benefits	Teachers working at least 30 hours per week are offered a comprehensive benefits plan which includes: medical, dental, vision, life, short-term disability, long-term disability, accidental death and dismemberment, life insurance, a 401(k) plan (with discretionary employer match), flexible spending accounts, employee assistance program, and tuition reimbursement for eligible courses/expenses.
Paid Time Off	Teachers earn four (4) sick days per school year which can be carried over from year to year up to a maximum of eight (8) sick days. Teachers also earn at least two (2) personal days. These days are pro-rated for teachers not working the entire year. Teachers who have been employed for at least one (1) year earn six (6) personal days. Teachers receive additional personal days for additional years of service up to a maximum of twelve (12) days.
Work-at-home Days	Teachers may be eligible to earn work-at-home days based on their performance.

*Both salary increases and bonus payouts are contingent on the fiscal and academic performance of the school and the bonus is tied to teacher's intent to return for the next school year. The Board/Sponsor will have the ability to adjust the percentages in the event that the school does not meet expectations.
**Performance Compensation and Paid Time Off are subject to Board Approval.

The process for determining the <u>starting base salaries</u> for Certified Teachers is as follows:
(NOTE THAT THIS POINT SYSTEM IS ONLY RELEVANT FOR STARTING SALARIES
AND IS NOT USED FOR ANNUAL INCREASES OR BONUSES)

STEP 1 – Develop minimum starting salary and point value based on school budget and local comparisons.

STEP 2 - Using the Point Criteria Guidelines below, determine the number of points for an individual teacher candidate. The maximum number of points is 19. Note that the minimum salary and point value is set each year based on competitive market factors and the school budget.

STEP 3 – The total number of points will determine the starting salary of the teacher.

Starting base salary + Relevant work experience points + Relevant degree points + Special skill points = New Hire Base Salary Offer

Point Criteria Guidelines	
Years of relevant work experience	**Points**
0 to 1	0
2 to 5	2
6 to 10	4
11 to 15	6
16 – 20	8
Relevant Degree(s)	**Points**
BA*	0
Multiple BAs	1
BA + MA*	1.5
BA + Multiple MAs	2.5
BA + MA + EdD/PhD	3
Special skill, knowledge and/or ability	**Points**
Languages, technology, testing, special education expertise, ELL, gifted & talented, virtual experience, tutoring, substitute teaching, high-need subject area (i.e., secondary math) other	1 - 7

*BA and MA are interchangeable with Bachelor of Science (BS) and Master of Science (MS)