Reach Cyber Charter School
BOARD MEETING AND STRATEGIC PLANNING 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, February 5, 2020 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. Audit Committee, Committee of the Entire Board
   a. Review and Acceptance of Financial Audit Report for the 2018-2019 School Year (to follow) – K. Yeselavage/ D. Biondo

IV. Routine Business – D. Taylor
   a. Approval of Agenda

V. Oral Reports
   a. Executive Director's Report (MSR attached) – J. Swan
      i. CSI Status Update
      ii. Enrollment and Staffing Report
   b. Financial Report (attached) – K. Yeselavage

VI. Consent Items
   a. Approval of Minutes from the December 4, 2019 Board Meeting and Strategic Planning Retreat (attached)
   b. Approval of Staffing Report (attached)
   c. Approval of POBL Invoice(s) for November and December (attached)
   d. Approval of the 2020-2021 School Year General School Handbook (attached)
   e. Approval of the 2020-2021 School Year State Specific School Handbook (attached)
   f. Approval of Revised Fiscal Controls Policy (attached)
   g. Ratification of Renewal Charter Choices Contract (attached)
   h. Ratification of Memorandums of Understanding (MOUs) with Local Universities (attached)

VII. Action Items
   a. Approval of Outreach Recruitment Target for the 2020-2021 School Year – J. Swan
   b. Ratification of Renewal Statement of Agreement (SOA) with Pearson Online and Blended Learning (POBL) (to follow) – D. Taylor/ J. Swan/ A. Jay
   c. Approval of Revisions to Staffing Model (attached) – J. Swan
   d. Approval of RFP for Accounting Systems (to follow) – K. Yeselavage

VIII. Information Items
   a. State and Strategic Client Relations (SSCR) Update – A. Jay
   b. Budget Development Process Update – K. Yeselavage/ M. Holston
   c. Partner School Leadership Team (PSLT) Update – M. Brown
      i. School Operations Metrics (attached)

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

X.   Strategic Planning
- a. Career Pathways Programs Update – J.D. Smith
- b. Strategic Planning Discussion (to follow) – H. Woodward

XI.   Adjournment and Confirmation of Next Meeting – TBD

MONTHLY SCHOOL REPORT

School & Date Selection

School	Report Date
Reach Cyber Charter School ⌄	December 31, 2019 ⌄

Currently Enrolled

3620

Total YTD Enrolled

4242

Enrollment Services Complete (Stage 4)
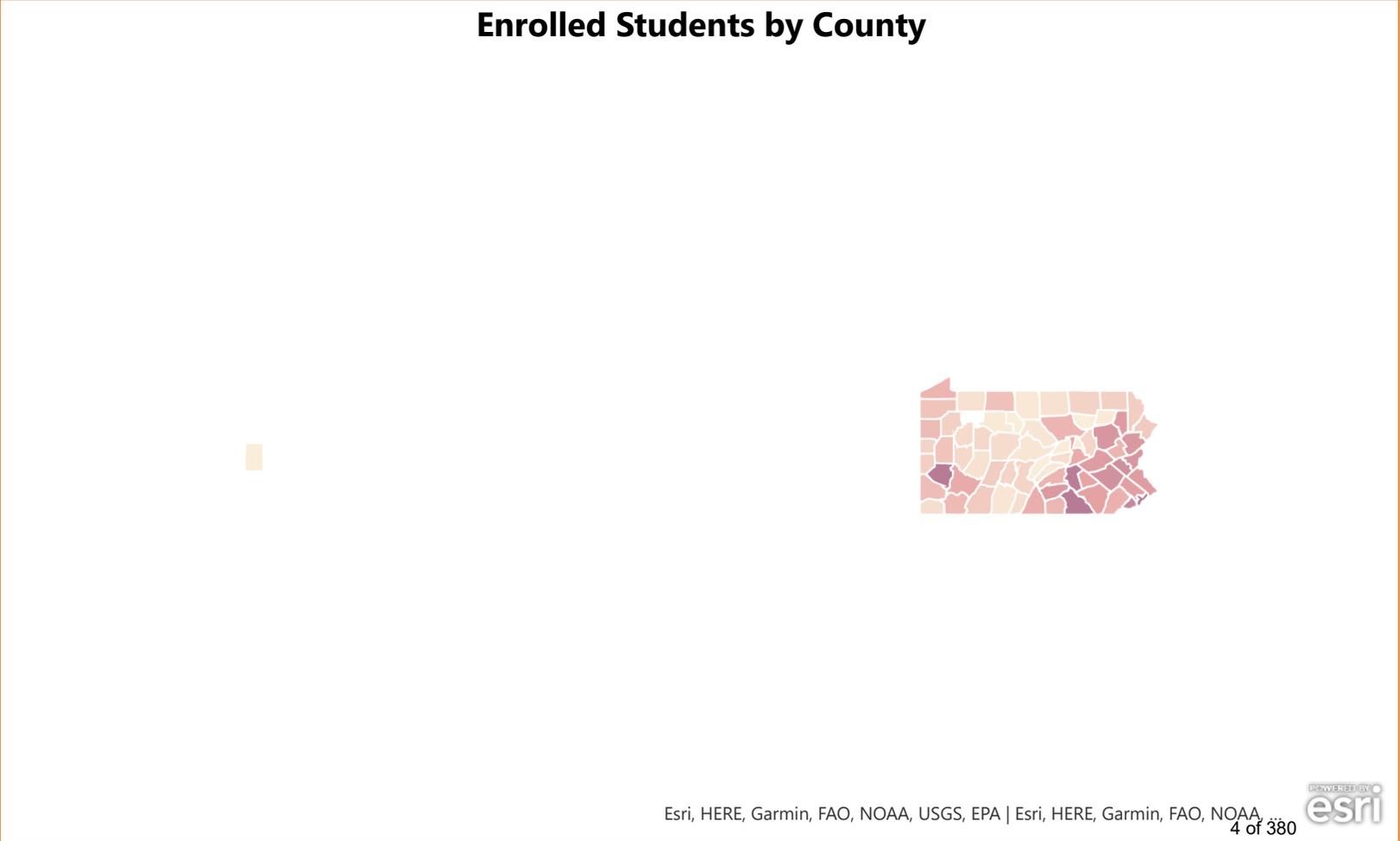
4403

Enrolled Students by County

Esri, HERE, Garmin, FAO, NOAA, USGS, EPA | Esri, HERE, Garmin, FAO, NOAA, ...
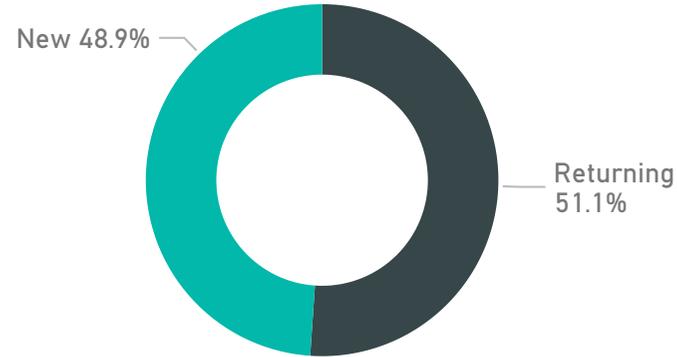
Reach Cyber Charter School
December 31, 2019

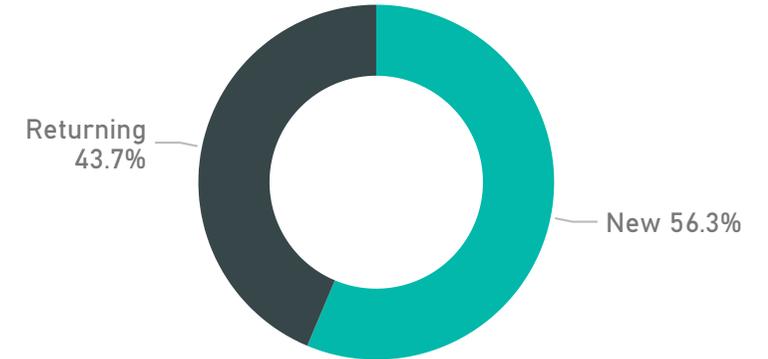**Current Enrollment Month-Over-Month Change**

2%

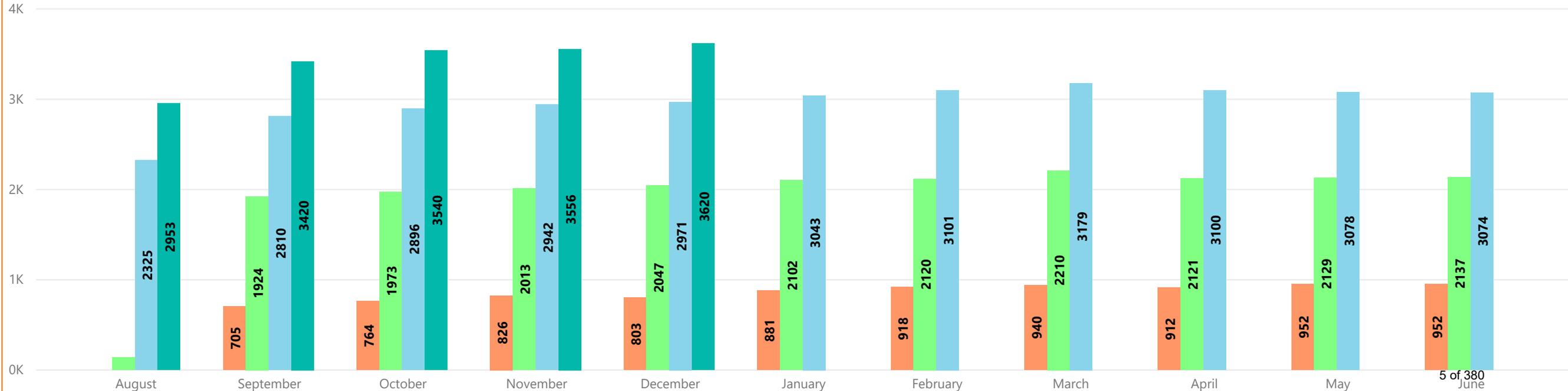**Current Enrollment Year-Over-Year Change**

22%

New and Returning

New 48.9%

Returning 51.1%

New and Returning Prior Year

Returning 43.7%

New 56.3%

Monthly Student Current Enrollment Comparison

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020

| Month	2016-2017	2017-2018	2018-2019	2019-2020
August			2325	2953
September	705	1924	2810	3420
October	764	1973	2896	3540
November	826	2013	2942	3556
December	803	2047	2971	3620
January	881	2102	3043	
February	918	2120	3101	
March	940	2210	3179	
April	912	2121	3100	
May	952	2129	3078	
June	952	2137	3074	

Reach Cyber Charter School
December 31, 2019

Enrolled Students by Final Grade
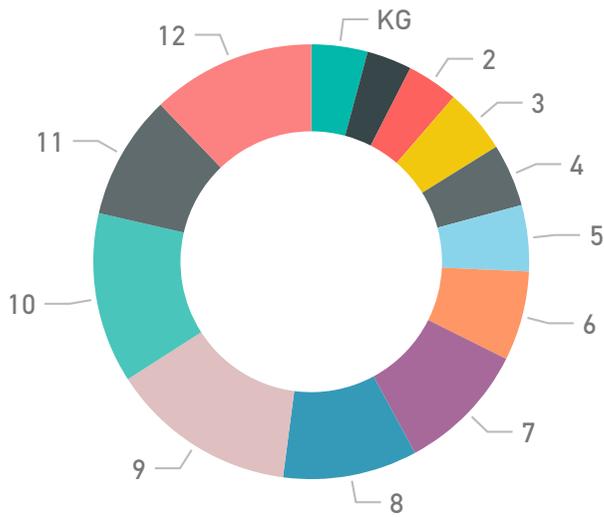

Enrolled Students Prior Year by Final Grade
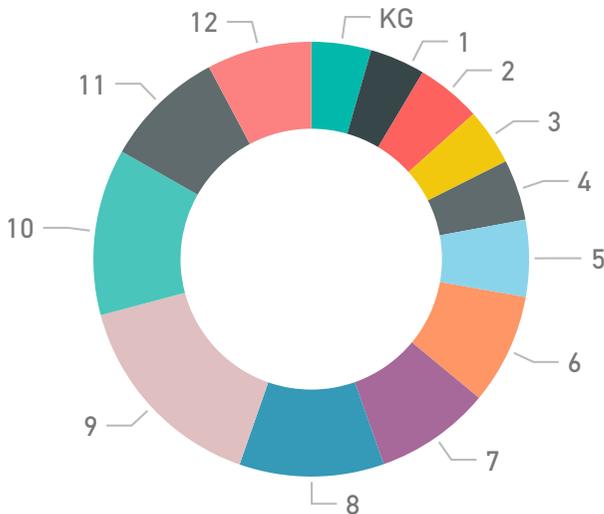
Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear Students	%CT Students	PriorEOY Students	%CT Students	LastMonth Students	%CT Students	CurrentMonth Students	%CT Students
PK-2	**397**	**13%**	**418**	**14%**	**403**	**11%**	**410**	**11%**
KG	132	4%	129	4%	150	4%	151	4%
1	122	4%	127	4%	118	3%	121	3%
2	143	5%	162	5%	135	4%	138	4%
3-5	**429**	**14%**	**458**	**15%**	**519**	**15%**	**521**	**14%**
3	125	4%	130	4%	174	5%	174	5%
4	134	5%	143	5%	165	5%	169	5%
5	170	6%	185	6%	180	5%	178	5%
6-8	**818**	**28%**	**843**	**27%**	**923**	**26%**	**954**	**26%**
6	244	8%	252	8%	236	7%	241	7%
7	255	9%	270	9%	336	9%	352	10%
8	319	11%	321	10%	351	10%	361	10%
9-12	**1327**	**45%**	**1355**	**44%**	**1711**	**48%**	**1735**	**48%**
9	461	16%	469	15%	504	14%	501	14%
10	368	12%	369	12%	449	13%	459	13%
11	267	9%	273	9%	324	9%	335	9%
12	231	8%	244	8%	434	12%	440	12%
Total	**2971**	**100%**	**3074**	**100%**	**3556**	**100%**	**3620**	**100%**

Reach Cyber Charter School
December 31, 2019

Total YTD Enrollment by Withdrawal Category

Withdrawal During School Year
12.5%

Enrolled, Not Grad
85.4%
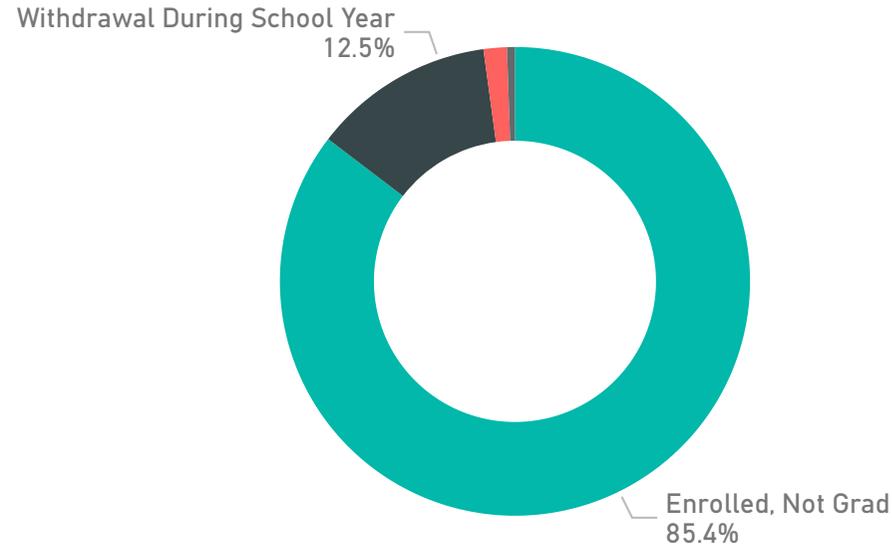
Total YTD Enrollment Prior Year by Withdrawal Category

Withdrawal During School Year
13.5%

Prior To Engagement
1.9%

Enrolled, Not Grad
84.6%

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	2973	85%	3074	74%	3559	87%	3622	85%
Graduated			19	0%	23	1%	23	1%
Prior To Engagement	67	2%	79	2%	67	2%	68	2%
Withdrawal During School Year	473	13%	975	24%	453	11%	529	12%
Total	**3513**	**100%**	**4147**	**100%**	**4102**	**100%**	**4242**	**100%**

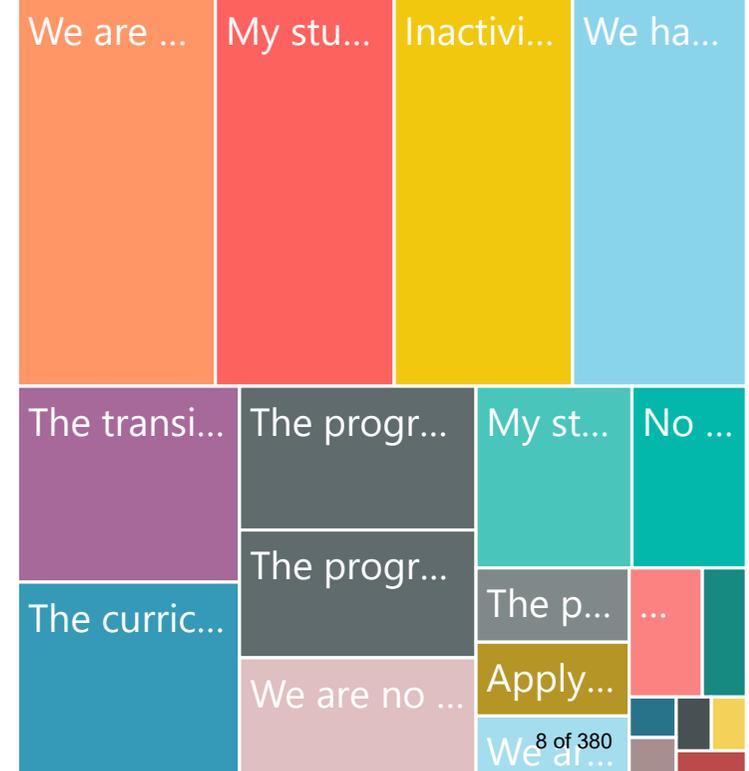## Enrollment Services Complete (Stage 4)
4403

Reach Cyber Charter School
December 31, 2019

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
			11	12
Another Reason	15	26	1	1
Applying for next school year		1		
Different/Better Schooling Option (Not related to socialization)	299	524	200	227
Generally dissatisfied with curriculum/course options			5	5
Getting started with the school was too difficult	1	2		
Inactivity	84	236	23	37
Life change	40	108		
Mismatch Academic	8	15		
Mismatch Family Schedule	5	5		
No longer able to provide a Learning Coach			13	15
No Reason Given			10	11
Program not flexible enough			16	16
Program takes too much of Learning Coach's time			18	18
Program takes too much of student's time			5	6
Pursuing GED	10	31	13	15
Regulation	1			
Student wants more socialization	6	9	34	37
Technical Difficulties		3	1	1
The curriculum is too hard			17	23
Transition to virtual school too difficult			21	23
Unhappy with the school	4	14	4	5
We are moving			29	41
We have chosen to home school			32	36

My student wants to return to a traditi...

We are ...
My stu...
Inactivi...
We ha...

The transi...
The progr...
My st...
No ...

The progr...

The curric...
The p...
...

We are no ...
Apply...

We a...

Reach Cyber Charter School
December 31, 2019

Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	2327	2422	2809	2862
Graduated		19	23	23
WD During School Year	378	780	358	421
WD Prior To Engagement	59	71	65	65

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.28	1.27	1.27	1.27

Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020
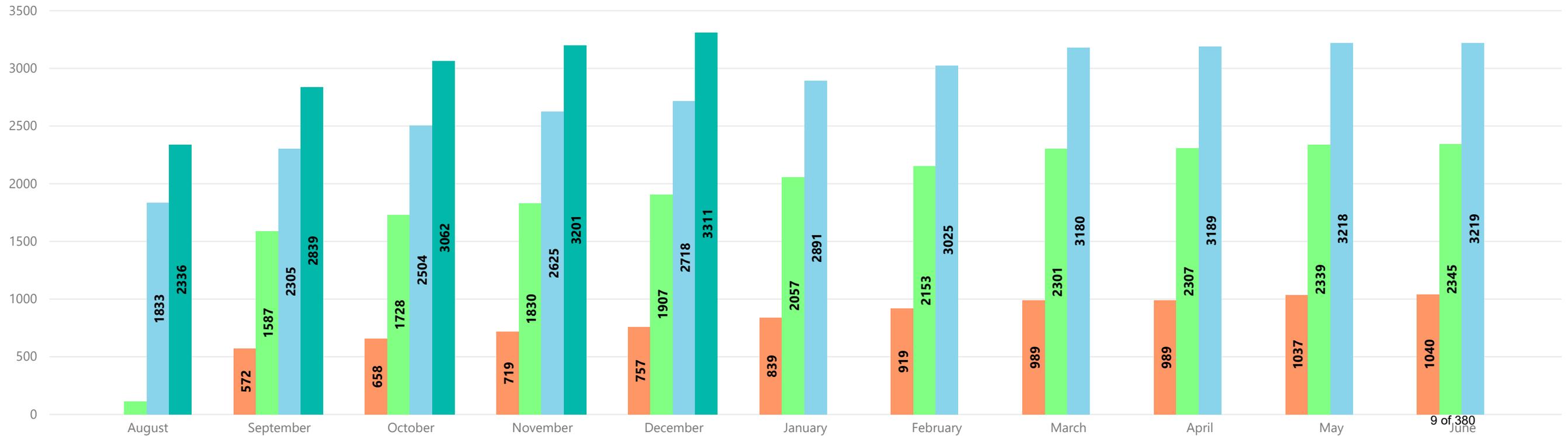
Reach Cyber Charter School
December 31, 2019

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	415	427	475	492
Not Hispanic or Latino	2554	2645	3079	3126

Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	115	127	145	146
Asian	69	68	77	78
Black/African American	815	891	1050	1066
Native Hawaiian or Other Pacific Islander	32	40	40	42
White	2236	2267	2618	2658

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	18	20	25	24
Asian	33	28	28	30
Black/African American	550	621	709	722
Hispanic or Latino	415	427	475	492
Multiple Races	205	219	268	268
Native Hawaiian or Other Pacific Islander	2	2	2	2
Not Indicated	2	2	2	2
White	1746	1755	2047	2080

Enrolled Students by Ethnicity

Hispanic or Latino 13.6%
0.1%
Not Hispanic or Latino 86.4%
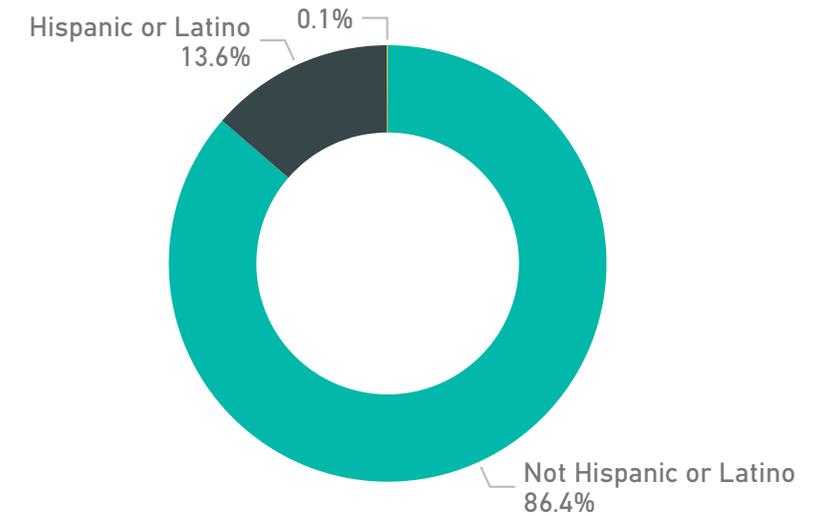
Enrolled Students by Distinct Race/Ethnicity
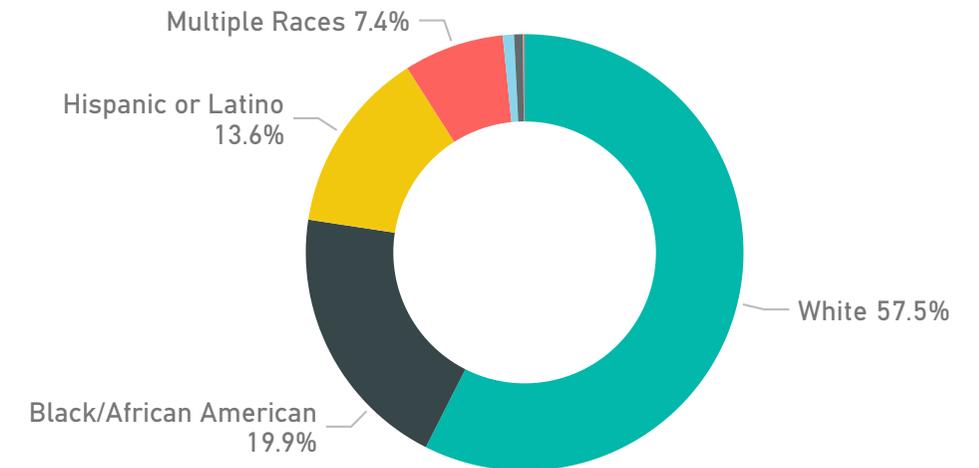
Multiple Races 7.4%
Hispanic or Latino 13.6%
White 57.5%
Black/African American 19.9%

Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	1647	1721	1904	1930
M	1323	1352	1650	1688
X			1	1

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1350	1236	1054	1050
Spanish	77	90	142	148
Russian	4	5	3	3
Arabic	13	17	10	10
Urdu		1	3	4
Another Language	195	183	149	158
No Language Reported	1332	1542	2195	2247

Enrolled Students by Gender

0.0%
M 46.6%
F 53.3%
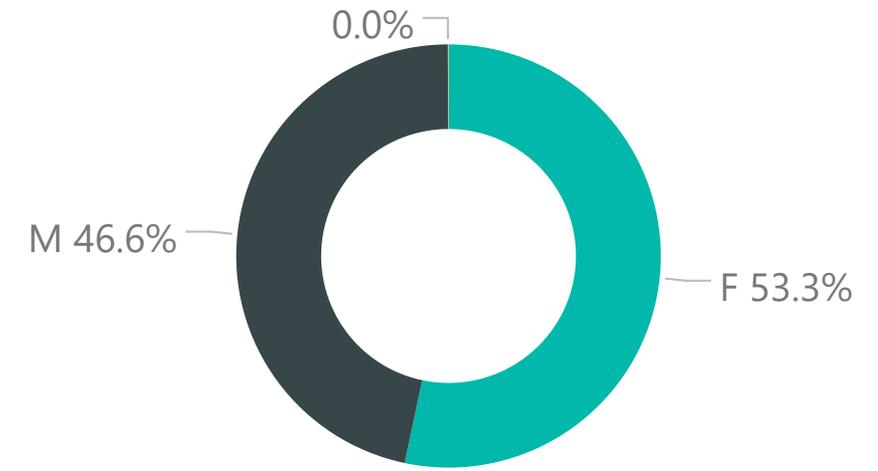
Enrolled Students by Language

English 29.0%
Spanish 4.1%
Another Language 4.4%
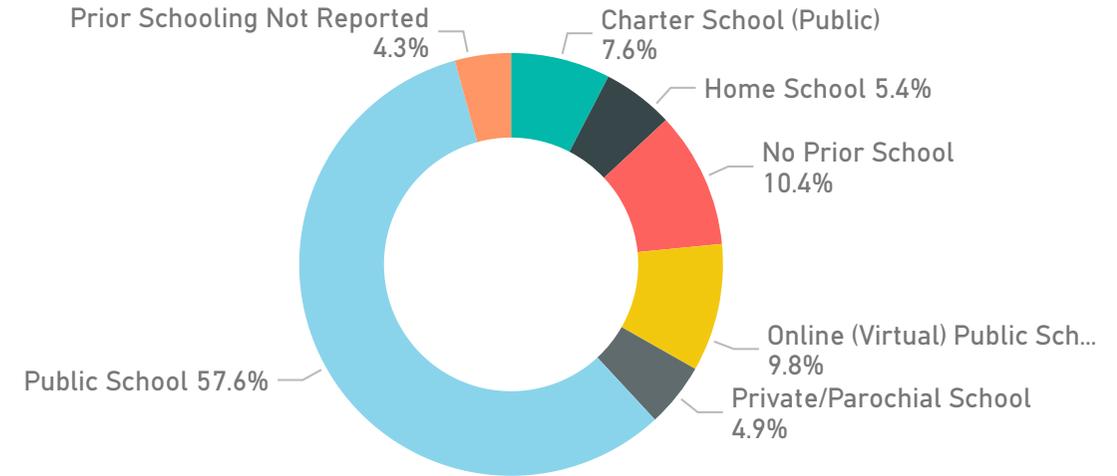No Language Reported 62.1%
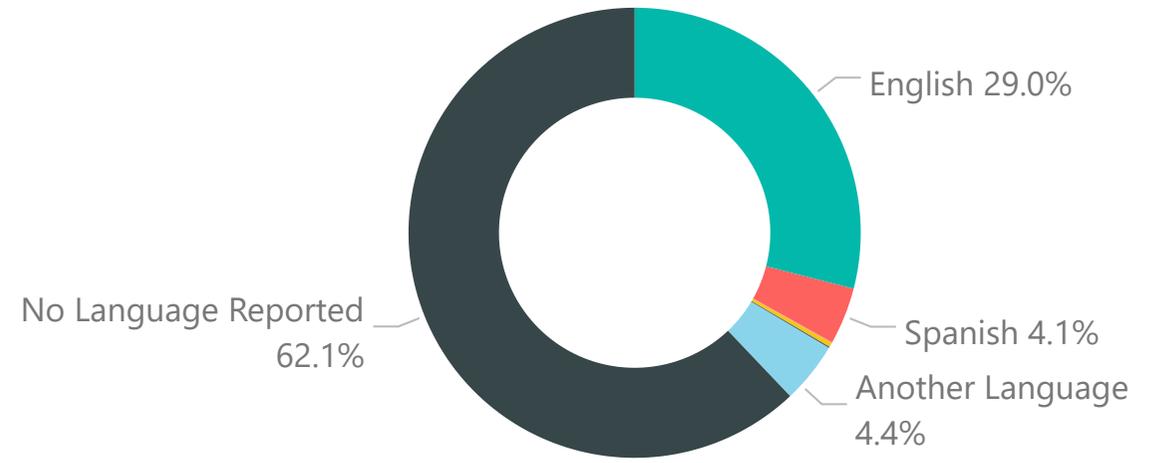
Reach Cyber Charter School
December 31, 2019

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	216	243	275	275
Home School	185	196	194	197
No Prior School	314	274	385	377
Online (Virtual) Public School	266	287	351	354
Private/Parochial School	155	166	172	177
Public School	1708	1793	2023	2085
Prior Schooling Not Reported	127	115	156	155

Prior Schooling
December 31, 2019

Prior Schooling Not Reported 4.3%
Charter School (Public) 7.6%
Home School 5.4%
No Prior School 10.4%
Online (Virtual) Public Sch... 9.8%
Private/Parochial School 4.9%
Public School 57.6%
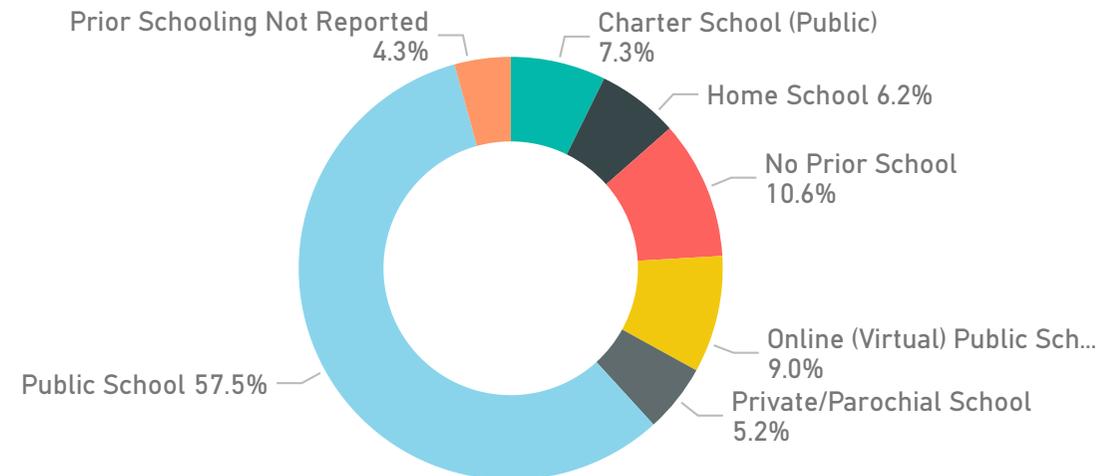
Prior Schooling
December 31, 2018

Prior Schooling Not Reported 4.3%
Charter School (Public) 7.3%
Home School 6.2%
No Prior School 10.6%
Online (Virtual) Public Sch... 9.0%
Private/Parochial School 5.2%
Public School 57.5%

FARM Eligibility
December 31, 2019

- Refused to report 19.8%
- Applied-Does not qualify 19.4%
- Family Reported-D... 8.7%
- Qualifies for reduc... 11.0%
- Qualifies for free 41.1%
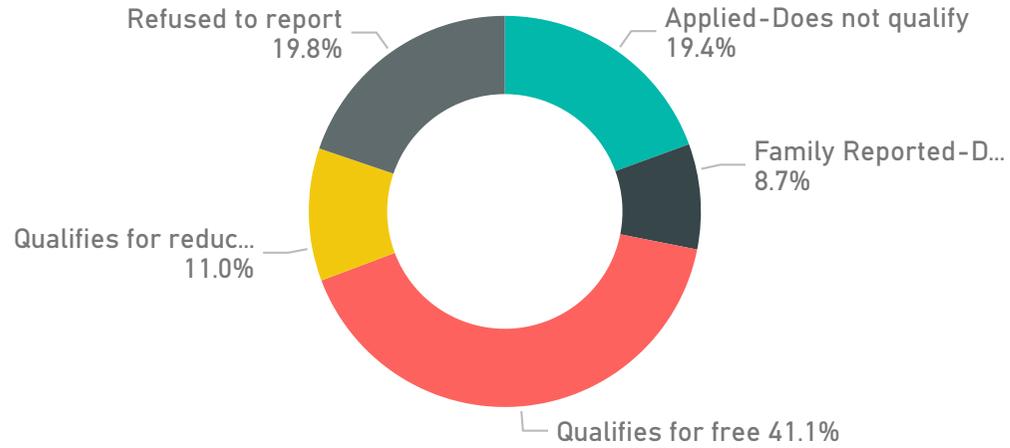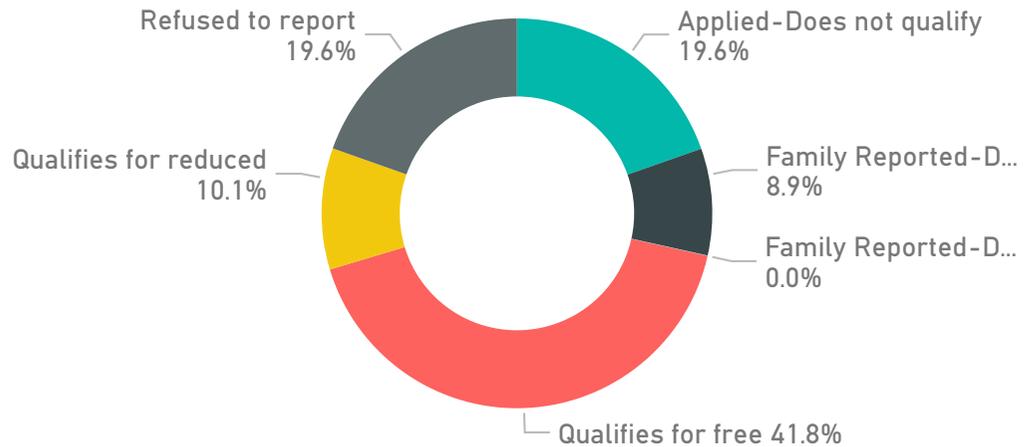
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	58	65	75	80
Cognitive Disability	20	20	26	33
Emotionally Impaired	95	84	93	102
Hearing Impaired		3	2	2
Multiple Disabilities	2	2	1	1
Other	25	22		1
Other Health Impaired	106	131	137	142
Physical Disability	1	1	1	1
Specific Learning Disability	236	239	318	326
Speech/Language Impaired	39	45	45	49
Traumatic Brain Injury	1	1	3	3
Visually Impaired	1	1	2	2

FARM Eligibility
December 31, 2018

- Refused to report 19.6%
- Applied-Does not qualify 19.6%
- Family Reported-D... 8.9%
- Family Reported-D... 0.0%
- Qualifies for reduced 10.1%
- Qualifies for free 41.8%

- Specific Learning Disability
- Other Health Impaired
- Autism
- Emotionally Impaired
- Speech/Langu...
- Cognitive Disa...

Reach Cyber Charter School
December 31, 2019

Gifted

Category	Value
SameMonthPriorYear	43
PriorEOY	43
LastMonth	51
CurrentMonth	52

Plan504

Category	Value
SameMonthPriorYear	73
PriorEOY	97
LastMonth	120
CurrentMonth	127

IEP

Category	Value
SameMonthPriorYear	540
PriorEOY	563
LastMonth	704
CurrentMonth	744

Currently Enrolled

3620

Gifted
1%

Plan504
4%

IEP
21%

Not in Special Population
75%

Reach Cyber Charter School
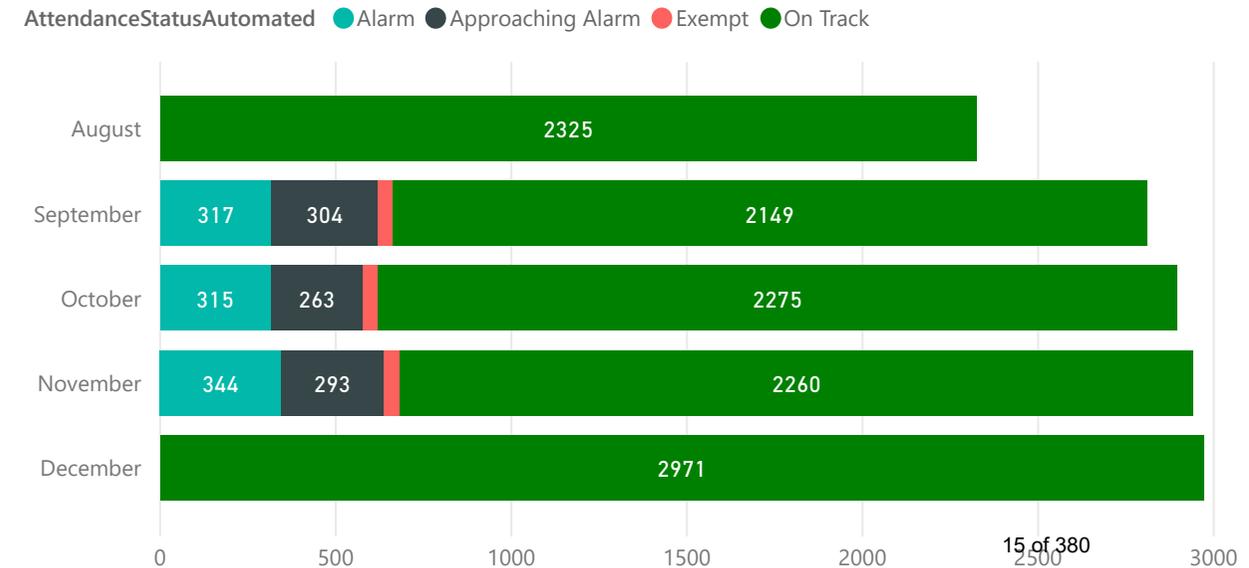## December 31, 2019
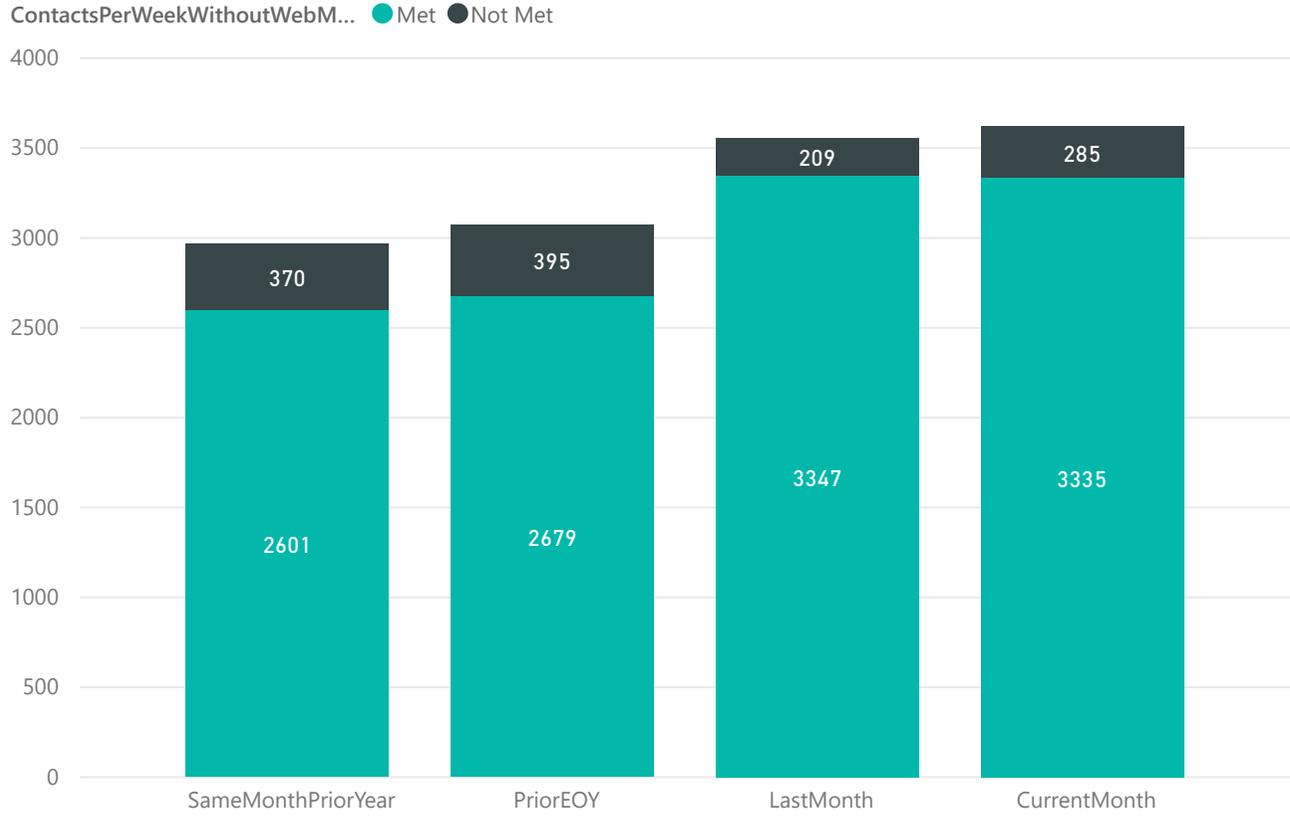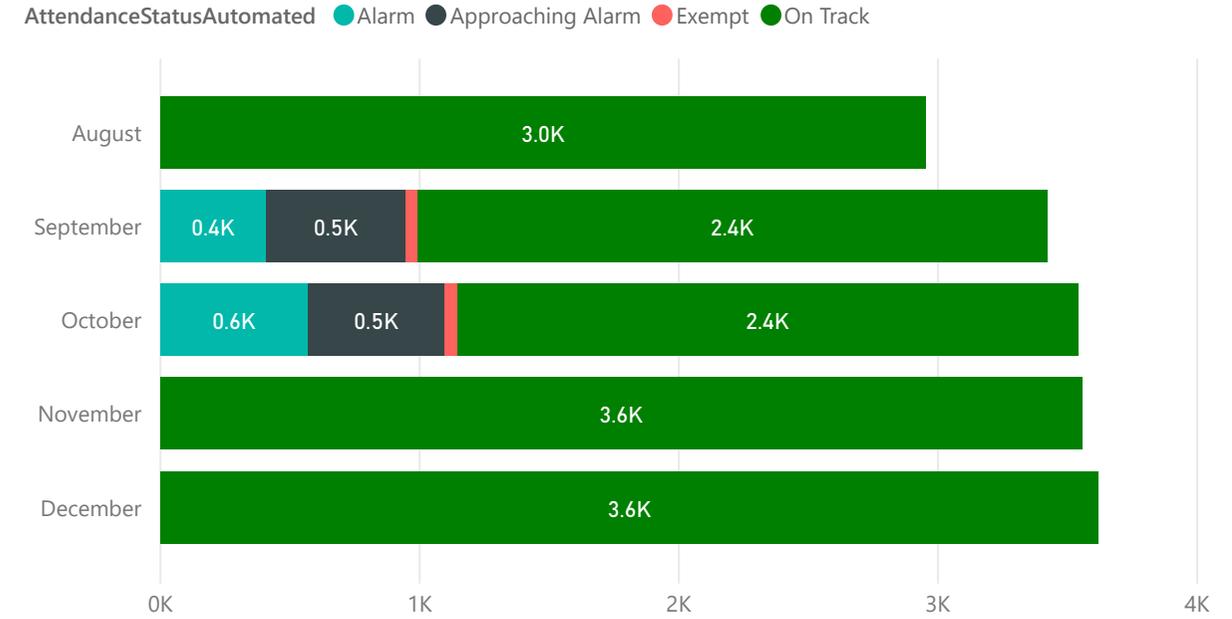
Contacts Per Week

ContactsPerWeekWithoutWebM... ●Met ●Not Met

School Year: 2019-2020

AttendanceStatusAutomated ●Alarm ●Approaching Alarm ●Exempt ●On Track

Currently Enrolled

3620

School Year: 2018-2019

AttendanceStatusAutomated ●Alarm ●Approaching Alarm ●Exempt ●On Track

Reach Cyber Charter School
December 31, 2019

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	87%	98%	97%	88%
3-5	88%	101%	92%	85%
6-8	84%	100%	84%	79%
9-12	82%	96%	79%	75%
Total	**84%**	**98%**	**84%**	**79%**

Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	79%	83%	82%	82%
3-5	72%	75%	71%	71%
6-8	65%	70%	67%	66%
9-12	65%	71%	65%	63%
Total	**68%**	**73%**	**69%**	**67%**

Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	112%	101%	97%
3-5	99%	116%	104%	99%
6-8	95%	111%	100%	94%
9-12	93%	108%	95%	91%
Total	**94%**	**111%**	**99%**	**94%**

Average Total Participation

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020

Average Total Performance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020

Average Total Attendance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020
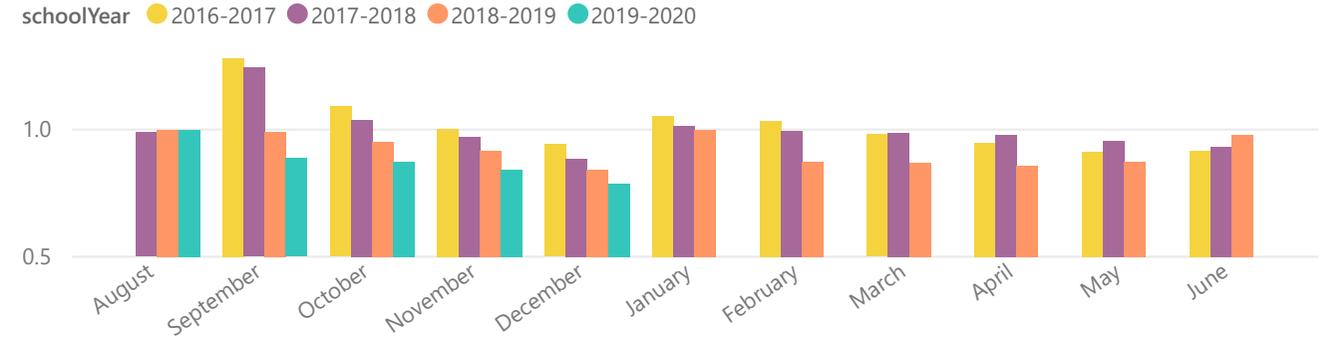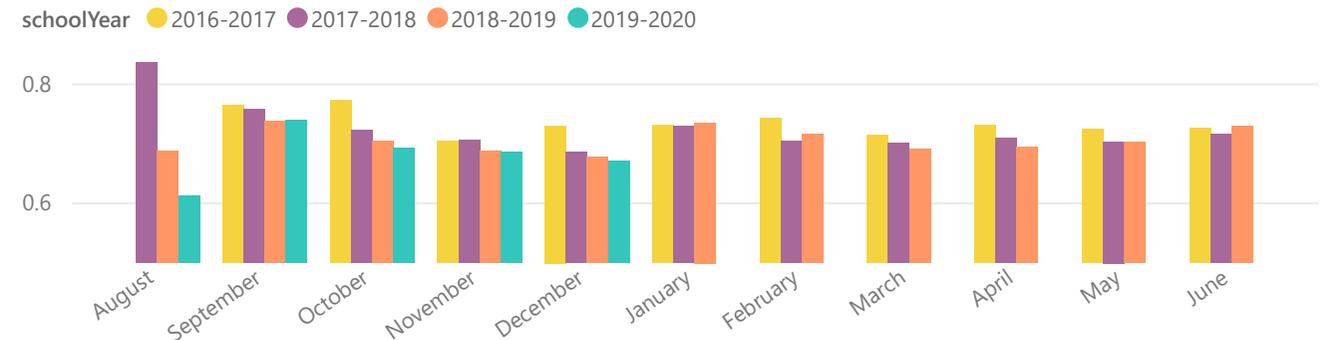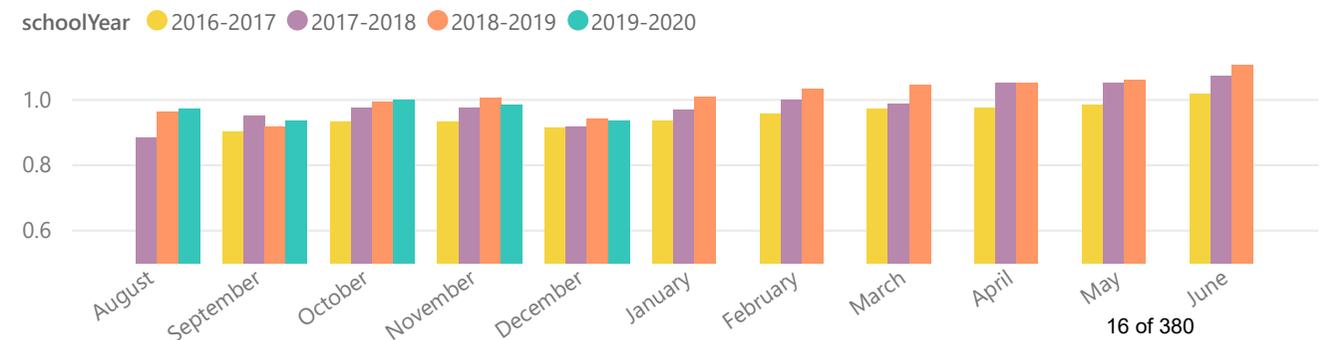
Currently Enrolled	Total YTD Enrolled
3620	4242

Enrollment Services Complete (Stage 4)
4403

Reach Cyber Charter School
December 31, 2019

Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
22%

Monthly Student Current Enrollment Comparison

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020
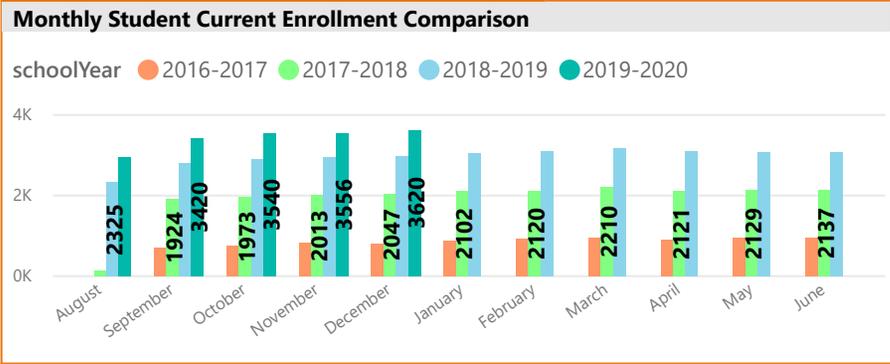
Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	2973	85%	3622	85%
Graduated			23	1%
Prior To Engagement	67	2%	68	2%
Withdrawal During School Year	473	13%	529	12%
Total	**3513**	**100%**	**4242**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	1674	56.34%	1771	48.92%
Returning	1297	43.66%	1849	51.08%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	2327	2862
Graduated		23
WD During School Year	378	421
WD Prior To Engagement	59	65

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.28	1.27

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**397**	**13%**	**410**	**11%**
KG	132	4%	151	4%
1	122	4%	121	3%
2	143	5%	138	4%
3-5	**429**	**14%**	**521**	**14%**
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4	134	5%	169	5%
5	170	6%	178	5%
6-8	**818**	**28%**	**954**	**26%**
6	244	8%	241	7%
7	255	9%	352	10%
8	319	11%	361	10%
9-12	**1327**	**45%**	**1735**	**48%**
9	461	16%	501	14%
10	368	12%	459	13%
11	267	9%	335	9%
12	231	8%	440	12%
Total	**2971**	**100%**	**3620**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMon...
Another Reason (EOY Import; See Parent ITW)	
Applying for next year	
Different/Better Schooling Option (Not related to socialization)	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Getting started with the school was too difficult	
Inactivity	
Inactivity/Lack of Attendance	
Life change	
Mismatch Academic	
Mismatch Family Schedule	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
Pursue GED	
Regulation	

Reach Cyber Charter School
December 31, 2019

Gender

Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	1647	1930
M	1323	1688
X		1

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1350	1050
Spanish	77	148
Russian	4	3
Arabic	13	10
Urdu		4
Another Language	195	158
No Language Reported	1332	2247

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	58	80
Cognitive Disability	20	33
Emotionally Impaired	95	102
Hearing Impaired		2
Multiple Disabilities	2	1
Other	25	1
Other Health Impaired	106	142
Physical Disability	1	1
Specific Learning Disability	236	326
Speech/Language Impaired	39	49
Traumatic Brain Injury	1	3
Visually Impaired	1	2

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	43	52

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	73	127

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	540	744

Gifted	Plan504
1%	4%

IEP	Not in Special Population
21%	75%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	415	492
Not Hispanic or Latino	2554	3126

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	115	146
Asian	69	78
Black/African American	815	1066
Native Hawaiian or Other Pacific Islander	32	42
White	2236	2658

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	18	24
Asian	33	30
Black/African American	550	722
Hispanic or Latino	415	492
Multiple Races	205	268
Native Hawaiian or Other Pacific Islander	2	2
Not Indicated	2	2
White	1746	2080

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	481	575
Family Reported-Does not qualify	222	260
Family Reported-Does not qualify,Refused to report	1	
Qualifies for free	964	1120
Qualifies for reduced	233	329
Refused to report	486	594

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	216	275
Home School	185	197
No Prior School	314	377
Online (Virtual) Public School	266	354
Private/Parochial School	155	177
Public School	1708	2085
Prior Schooling Not Reported	127	155

Reach Cyber Charter School
December 31, 2019

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	2601	3335
Not Met	370	285

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	2971	3620

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	87%	88%
3-5	88%	85%
6-8	84%	79%
9-12	82%	75%
Total	**84%**	**79%**

Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	79%	82%
3-5	72%	71%
6-8	65%	66%
9-12	65%	63%
Total	**68%**	**67%**

Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	97%
3-5	99%	99%
6-8	95%	94%
9-12	93%	91%
Total	**94%**	**94%**

Average Total Participation

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020

Average Total Performance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020

Average Total Attendance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020
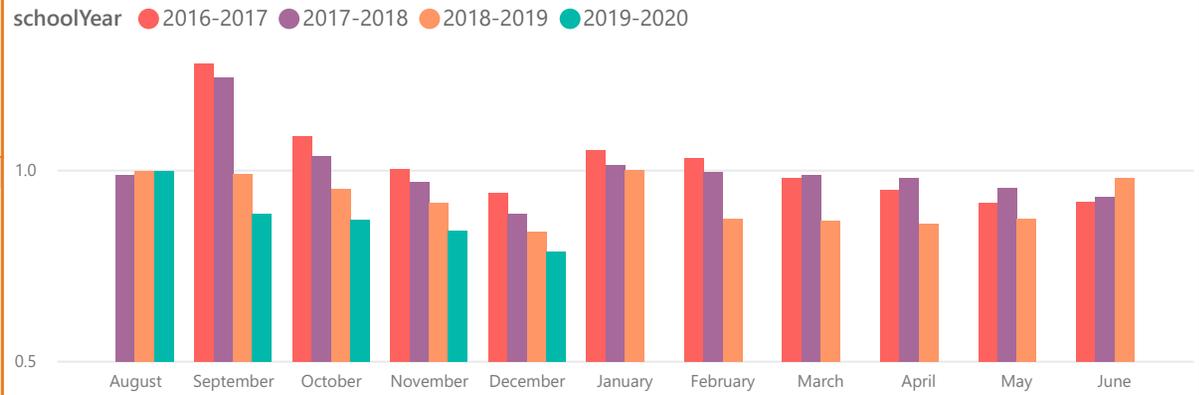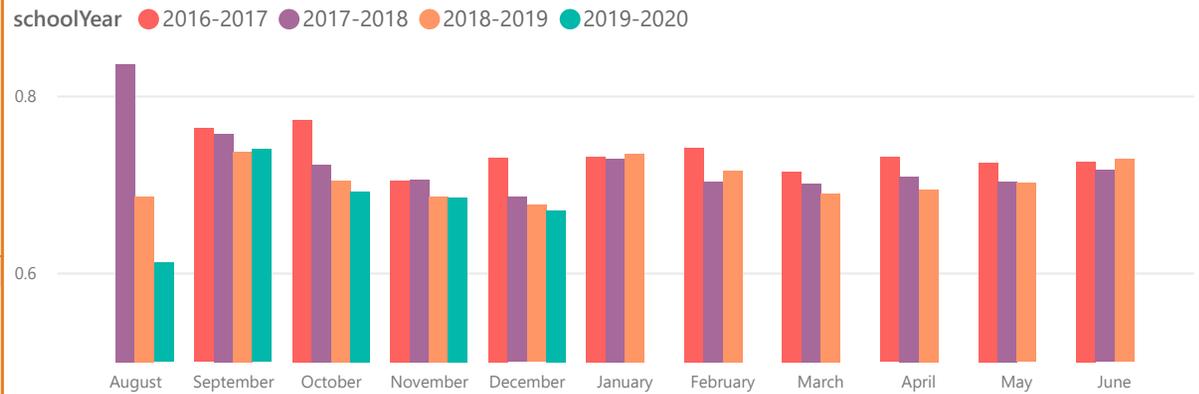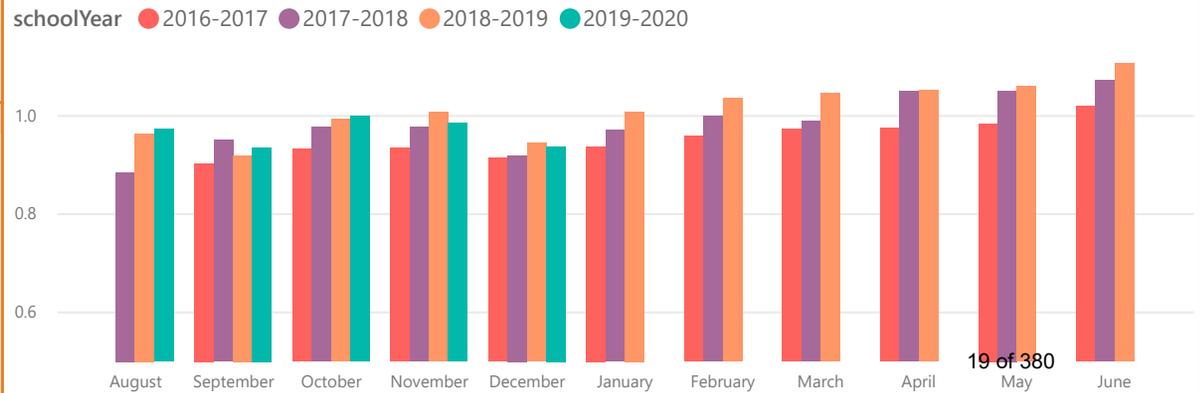
Reach Cyber Charter School
Revenue and Expense Statement
For the Period Ended December 31, 2019

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget	Forecast vs. Budget Variance
Forecasted Enrollment							
Forecasted ADM				3,599	3,942	(343)	-8.7%
Forecasted Total Enrollment				5,228	6,046	(818)	-13.5%
Forecasted Funded Enrollment				3,616	3,892	(276)	-7.1%
Revenue							
State Funding	5,106,745.75	3,898,032.48	21,204,226.42	50,890,143.41	54,781,728.00	(3,891,584.59)	-7.1%
Federal Funding	272,330.02	75,618.03	569,255.44	1,712,754.90	1,752,427.00	(39,672.10)	-2.3%
Other Funding	17,789.99	27,673.59	115,111.71	220,675.00	21,000.00	199,675.00	950.8%
Total Revenue	**5,396,865.76**	**4,001,324.10**	**21,888,593.57**	**52,823,573.31**	**56,555,155.00**	**(3,731,581.69)**	**-6.6%**
Program Expenses							
Compensation Expense							
Administration Staff	343,933.58	346,707.89	1,979,532.68	4,951,496.96	5,013,020.00	61,523.04	1.2%
Instructional Staff	1,776,891.14	1,656,391.33	7,610,857.70	21,314,537.95	22,560,802.00	1,246,264.05	5.5%
Total Compensation Expense	**2,120,824.72**	**2,003,099.22**	**9,590,390.38**	**26,266,034.91**	**27,573,822.00**	**1,307,787.09**	**4.7%**
Fee Based Expenses							
Enrollment/Unit Based Fees	2,234,588.54	2,134,107.53	8,210,875.78	21,278,511.73	23,213,988.00	1,935,476.27	8.3%
Total Fee Based Expenses	**2,234,588.54**	**2,134,107.53**	**8,210,875.78**	**21,278,511.73**	**23,213,988.00**	**1,935,476.27**	**8.3%**
Other School Expenses							
Assessment	26,520.68	1,891.35	55,157.30	440,066.49	482,000.00	41,933.51	8.7%
Employee Related	101,249.44	11,108.08	166,388.69	471,000.00	489,000.00	18,000.00	3.7%
Facilities	46,802.71	230,780.22	441,489.41	922,120.00	668,120.00	(254,000.00)	-38.0%
Governance	30,437.06	7,011.80	132,627.68	202,618.00	197,500.00	(5,118.00)	-2.6%
Instructional	45,690.56	19,948.92	1,215,147.38	1,743,260.00	743,260.00	(1,000,000.00)	-134.5%
Professional Services	97.29	80,895.50	107,769.56	316,000.00	315,000.00	(1,000.00)	-0.3%
Student Related	187,093.88	457,620.96	898,682.97	2,448,237.63	2,667,000.00	218,762.37	8.2%
Pending Allocation	(140,970.79)	4,334.56	47,417.17	-	-	-	0.0%
Total Other School Expenses	**296,920.83**	**813,591.39**	**3,064,680.16**	**6,543,302.12**	**5,561,880.00**	**(981,422.12)**	**-17.6%**
Total Program Expenses	**4,652,334.09**	**4,950,798.14**	**20,865,946.33**	**54,087,848.76**	**56,349,690.00**	**2,261,841.24**	**4.0%**
Net Increase (Decrease)	744,531.67	(949,474.04)	1,022,647.24	(1,264,275.45)	205,465.00	(1,469,740.46)	
Beginning fund balance	12,084,792.54	12,829,324.21	10,857,202.92	10,857,202.92			
Ending fund balance	12,829,324.21	11,879,850.17	11,879,850.17	9,592,927.47			

Reach Cyber Charter School
Balance Sheet
December 31, 2019

ASSETS

Cash and Short Term Investments:

Cash:Checking	$	2,810,340.18
Cash:Money Market Account		12,460,530.09

Total Cash and Short Term Investments		**15,270,870.27**

Other Current Assets:

Current State Receivables - FY20	634,850.81
PY State Receivables - FY19	2,277,151.16
PY State Receivables - FY18 & FY17	159,148.97
SHARRS Receivable	46,592.75
Allowance for Doubtful Accounts	(241,643.76)
Grant Receivables	993.28
Prepaid Rent	38,819.79

Total Other Current Assets	**2,915,913.00**

Fixed Assets:
Property Plant & Equipment:

Computer Hardware	48,121.10
Leasehold Improvements	206,918.35
Furniture	103,706.34
Accum Depr:Computer Hardware	(36,254.50)
Accum Depr:Leasehold Improvements	(59,573.48)
Accum Depr: Furniture	(32,717.21)

Net Fixed Assets	**230,200.60**

Other Assets:

Security Deposit	8,916.65

Total Other Assets	**8,916.65**

Total Assets	$	**18,425,900.52**
		==============

LIABILITIES

Current Liabilities:
Invoices:-

Due to (from) Pearson Online & Blended Learning	$	5,842,880.62
Pension Payable		159,060.05
Payroll Taxes Payable		167.95
Accounts Payable		430.93
Accrued Expenses		138,130.35
Payable to District		175,179.86

Total Current Liabilities		**6,315,849.76**

Total Liabilities		**6,315,849.76**

FUND BALANCE

Invested in Capital	230,200.60
Reserved Fund Balance	4,666,259.15
Undesignated Fund Balance	7,213,591.01

Ending Fund Balance	**12,110,050.76**

Total Liabilities and Fund Balance	$	**18,425,900.52**
		==============

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs. Budget Variance
Revenue						
State Funding						
Regular Education Funding	3,350,537.47	2,557,500.31	13,912,099.50	33,389,038.80	35,942,309.00	(2,553,270.20)
Special Education Funding	1,756,208.28	1,340,532.17	7,292,126.92	17,501,104.61	18,839,419.00	(1,338,314.39)
Total State Funding	**5,106,745.75**	**3,898,032.48**	**21,204,226.42**	**50,890,143.41**	**54,781,728.00**	**(3,891,584.59)**
Federal						
Title I	236,571.72	59,142.93	473,143.44	887,144.00	1,072,000.00	(184,856.00)
Title IIA	25,710.40	6,427.60	51,420.80	96,414.00	153,000.00	(56,586.00)
Title III	-	-	-	1,284.00	-	1,284.00
IDEA	-	-	-	581,314.90	466,000.00	115,314.90
Title IV	4,500.40	4,500.00	22,501.20	67,506.00	60,000.00	7,506.00
CSI	5,547.50	5,547.50	22,190.00	77,665.00	-	77,665.00
Erate	-	-	-	1,427.00	1,427.00	-
Total Federal & Other Programs Funding	**272,330.02**	**75,618.03**	**569,255.44**	**1,712,754.90**	**1,752,427.00**	**(39,672.10)**
Other Funding						
Interest Income	17,222.29	21,998.59	105,369.01	204,000.00	10,000.00	194,000.00
Student Activities Income	567.70	5,675.00	9,742.70	16,675.00	11,000.00	5,675.00
Total Other Funding	**17,789.99**	**27,673.59**	**115,111.71**	**220,675.00**	**21,000.00**	**199,675.00**
Total Revenue	**5,396,865.76**	**4,001,324.10**	**21,888,593.57**	**52,823,573.31**	**56,555,155.00**	**(3,731,581.69)**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries - Administration	256,507.80	258,559.86	1,482,735.78	3,676,067.34	3,686,044.00	9,976.66
Benefits - Administration	56,431.72	56,883.17	326,201.88	808,734.82	810,930.00	2,195.18
Pension - Administration	12,825.51	12,928.10	65,363.21	175,029.79	184,302.00	9,272.21
Taxes - Administration	18,168.55	18,336.76	105,231.82	291,665.00	331,744.00	40,079.00
Total Administrative Compensation	**343,933.58**	**346,707.89**	**1,979,532.68**	**4,951,496.96**	**5,013,020.00**	**61,523.04**
Instructional Compensation						
Salaries - Teachers	1,328,226.78	1,231,370.34	5,689,285.32	15,802,702.48	16,588,825.00	786,122.52
Benefits - Teachers	286,379.92	272,005.94	1,246,917.26	3,471,869.04	3,649,541.00	177,671.96
Pension - Teachers	65,065.50	61,819.56	260,161.53	765,832.39	829,441.00	63,608.61
Taxes - Teachers	97,218.94	91,195.49	414,493.59	1,274,134.05	1,492,995.00	218,860.95
Total Instructional Compensation	**1,776,891.14**	**1,656,391.33**	**7,610,857.70**	**21,314,537.95**	**22,560,802.00**	**1,246,264.05**
Total Compensation	**2,120,824.72**	**2,003,099.22**	**9,590,390.38**	**26,266,034.91**	**27,573,822.00**	**1,307,787.09**
SCHEDULE OF FEES:						
Enrollment/Unit Based Fees						
Curriculum and Instructional Support Services	680,942.16	649,846.67	2,506,087.10	6,511,243.45	7,182,191.00	670,947.54
Direct Course Instruction Support	14,614.20	10,980.20	58,705.20	140,890.56	-	(140,890.56)
Enrollment/Placement/Student Support Services	378,881.50	338,380.00	1,708,820.10	3,734,548.49	4,238,552.00	504,003.51
Facilities Support Services	2,083.34	2,083.33	12,500.00	25,000.00	25,000.00	-
Professional Development Services	37,375.00	38,000.00	113,987.50	347,731.25	365,977.00	18,245.75
School Business Support Services	56,640.00	56,896.00	169,930.72	527,919.19	567,716.00	39,796.81
School Operations Support Services	230,100.00	231,140.00	690,343.55	2,144,671.73	2,306,347.00	161,675.27
School Staff Support Services/Human Resources Support	142,025.00	144,400.00	433,152.50	1,321,378.75	1,390,714.00	69,335.25
Short Term Substitute Teachers	13,350.00	12,900.00	45,600.00	45,600.00	-	(45,600.00)
Student Connexus License	247,800.00	248,920.00	743,446.90	2,309,646.48	2,483,758.00	174,111.52
Student Technology Assistance Services	430,777.34	400,561.33	1,728,302.21	4,169,881.83	4,653,733.00	483,851.17
Total Enrollment/Unit Based Fees	**2,234,588.54**	**2,134,107.53**	**8,210,875.78**	**21,278,511.73**	**23,213,988.00**	**1,935,476.27**
Total Fee Based Expenses	**2,234,588.54**	**2,134,107.53**	**8,210,875.78**	**21,278,511.73**	**23,213,988.00**	**1,935,476.27**

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

	November-19 Actual	December-19 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs. Budget Variance
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment	26,520.68	1,891.35	55,157.30	440,066.49	482,000.00	41,933.51
Total Assessment	**26,520.68**	**1,891.35**	**55,157.30**	**440,066.49**	**482,000.00**	**(41,933.51)**
Employee Related						
Staff Recruiting/Background Checks	-	309.28	559.62	40,000.00	50,000.00	10,000.00
Staff Training/Prof. Dvlpmt	90,323.98	4,746.67	137,339.03	250,000.00	250,000.00	-
Team Building	-	-	-	22,000.00	27,000.00	5,000.00
Travel- Nurse	-	-	-	4,000.00	7,000.00	3,000.00
Travel and Conferences	10,925.46	6,052.13	28,490.04	155,000.00	155,000.00	-
Total Employee Related	**101,249.44**	**11,108.08**	**166,388.69**	**471,000.00**	**489,000.00**	**18,000.00**
Facilities						
Capital Outlay	-	95,485.00	95,485.00	145,000.00	145,000.00	-
Copiers/ Reproduction	853.28	-	1,873.50	19,000.00	19,000.00	-
Internet	-	2,084.30	4,149.15	26,000.00	26,000.00	-
Maintenance & Repairs	2,538.34	-	9,943.17	30,000.00	30,000.00	-
Office Postage	1,452.96	-	3,117.66	24,000.00	24,000.00	-
Office Supplies	4,951.14	1,948.71	12,600.66	53,000.00	53,000.00	-
Office Rent	41,604.20	38,037.21	192,783.22	450,000.00	191,000.00	(259,000.00)
Other School Expense	-	-	-	11,000.00	11,000.00	-
Rent Operating Expense	-	-	-	16,120.00	21,120.00	5,000.00
Small Office Equipment	(7,493.00)	93,225.00	118,524.67	140,000.00	140,000.00	-
Telephone	2,895.79	-	3,012.38	8,000.00	8,000.00	-
Total Facilities	**46,802.71**	**230,780.22**	**441,489.41**	**922,120.00**	**668,120.00**	**(254,000.00)**
Governance						
Accreditation	-	1,200.00	1,200.00	1,200.00	-	(1,200.00)
Banking Fees	723.97	323.88	2,762.90	5,000.00	5,000.00	-
Board-Related Expenses	314.34	-	538.04	15,000.00	20,000.00	5,000.00
Dues	29,398.75	5,487.92	66,945.74	69,000.00	48,000.00	(21,000.00)
External Audit	-	-	-	15,000.00	20,000.00	5,000.00
D&O Insurance	-	-	2,418.00	2,418.00	4,500.00	2,082.00
Insurance Expenses	-	-	58,763.00	95,000.00	100,000.00	5,000.00
Total Governance	**30,437.06**	**7,011.80**	**132,627.68**	**202,618.00**	**197,500.00**	**(5,118.00)**
Instructional						
Other Curriculum	24,362.70	16,281.30	81,614.00	90,000.00	90,000.00	-
STEM Programmatic Expenses	21,327.86	3,667.62	1,133,533.38	1,653,260.00	653,260.00	(1,000,000.00)
Total Instructional	**45,690.56**	**19,948.92**	**1,215,147.38**	**1,743,260.00**	**743,260.00**	**(1,000,000.00)**
Professional Services						
Accounting Services	-	77,133.00	77,133.00	240,000.00	240,000.00	-
Legal Services	-	3,762.50	30,539.27	75,000.00	75,000.00	-
Other Consultants	97.29	-	97.29	1,000.00	-	(1,000.00)
Total Professional Services	**97.29**	**80,895.50**	**107,769.56**	**316,000.00**	**315,000.00**	**(1,000.00)**
Student Related						
Community Coordinators	500.00	6,750.00	7,250.00	10,000.00	10,000.00	-
Contracted Pupil Health Support	-	-	-	9,000.00	12,000.00	3,000.00
School Discretionary Targeted Outreach	-	5,300.00	6,000.00	50,000.00	50,000.00	-
Extracurricular Activities	-	-	-	86,735.10	95,000.00	8,264.90
Graduation Expense	20,882.71	-	20,882.71	41,085.05	45,000.00	3,914.95
Student Technology Support Stipend	-	287,874.98	289,550.48	977,824.09	1,071,000.00	93,175.91
SPED Related Services	159,335.59	147,594.80	522,384.40	1,213,378.35	1,329,000.00	115,621.65
Student Activities	6,375.58	10,101.18	52,615.38	60,215.06	55,000.00	(5,215.06)
Total Student Related	**187,093.88**	**457,620.96**	**898,682.97**	**2,448,237.63**	**2,667,000.00**	**218,762.37**
Pending Allocation						
Expenses Pending Allocation	(140,970.79)	4,334.56	47,417.17	-	-	-
Total Pending Allocation	**(140,970.79)**	**4,334.56**	**47,417.17**	**-**	**-**	**-**
Total Other Expenses	**296,920.83**	**813,591.39**	**3,064,680.16**	**6,543,302.12**	**5,561,880.00**	**(981,422.12)**

Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING AND STRATEGIC PLANNING RETREAT
Wednesday, December 4, 2019 at 12:00 p.m.

Held at the following location and via teleconference
Sheraton Harrisburg Hershey Hotel
4650 Lindle Road
Harrisburg, PA 17111

I.   Call to Order and Roll Call

Mr. Taylor called the meeting to order at 12:02 p.m. when all participants were present and able to hear each other.

Board Members Present: David Taylor and David Biondo (in person), Joe Harford and Alex Schuh (via phone);

Board Members Absent: Paul Donecker and Gail Hawkins-Bush;

Guests: Jane Swan, School Leader; Karen Yeselavage, LeAnn Ritchie, Rachel Parker, Greg McCurdy, Corey Geoff, Jordann (J.D.) Smith, Andy Gribbin, Cody Smith, Kelly McConnell, Jamie Miedel, Scott Stuccio, Rachel Graver and Christine Miller, School Staff; Kevin Corcoran, Charter Choices, Financial Consultant; Amanda Jay and Megann Arthur, Pearson Online and Blended Learning (POBL) staff (in person); Nancy Wagner, School Staff; Melissa Brown, Megan Holston, Gary Corkran, Emily Lee and Hussa Blake, 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

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

RESOLVED, that the Agenda for the December 4, 2019 Meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

IV.   Strategic Planning

a.   Strategic Plan Discussion

Ms. Arthur briefly discussed the rescheduling plans for the strategic planning session, and indicated that she would coordinate board member availability prior to the next meeting.

V.   Oral Reports

a.   Executive Director's Report

Ms. Swan reviewed the Monthly School Report (MSR) data in detail with the Board.

i.   Post Graduation Plans for Students

Ms. Swan reviewed graduation and matriculation statistics of graduating students. She provided the Board with data on scholarships, and specific program details as well.

ii.   Student Intervention Efforts Update – Tier 1 and Tier 2

Ms. Swan and Ms. Graver updated the Board on Student Intervention Efforts. Ms. Graver reviewed the RTI data, process for identifying need, as well as the current number of students in early intervention status. Ms. Swan further advised the Board of school staff members' increased awareness of critical educational components and benchmarks, as well as Pearson Online & Blended Learning's (POBL) useful tools for tracking student progress. Additionally, Ms. Swan discussed the relation these efforts have to the school's annual success in goals completion.

iii.   CSI Status Update

Ms. Swan provided an update on progress toward specific benchmarks within the school's improvement plan.

b.   Financial Report

Ms. Holston reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. The Board discussed the fund balance in detail, and Ms. Holston reviewed the reserve spending specifically on STEM initiatives and facility expansion.

i.   Revisions to Fiscal Controls Policy

Ms. Holston presented this item to the Board. She provided the Board with some background to upcoming proposed fiscal policy updates, including the effect ongoing advancements in technology have had on organizations considering options for the most secure communications and best practices around electronic funds transfers. Ms. Holston further advised that revisions to the school's policy were expected at the next meeting to provide additional safeguards for electronic payments and secure communication for financial and business matters, including encrypted email which require third party log-in credentials for secured messages. Ms. Yeselavage further advised of the anticipated changes in process for payments to vendors and check requests.

VI.   Consent Items

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. The Board tabled Item (g) Ratification of Renewal Charter Choices Contract, as the contract was not available. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

        a. Approval of Minutes from the October 16, 2019 Board Meeting and Strategic Planning Retreat;
        b. Approval of Staffing Report;
        c. Approval of POBL Invoice(s) for October;
        d. Approval of Math Time to Talk Invoice(s);
        e. Approval of Employee Handbook Revision(s); and
        f. Approval of Health Services Policy re Updates to Student Screening Requirements; are hereby approved.

The motion passed unanimously.

VII.   Action Items

a.   <u>Approval of Memorandums of Understanding (MOUs) with Local Universities</u>

Ms. Swan provided background to the proposals, including tie-ins to specific goals within the Board's Strategic Plan. Mr. Stuccio and Mr. Smith provided the Board with highlights to the proposed agreements with Alvernia University, DaVinci Science Center, The Franklin Institute, ABC Keystone and Credly. The Board had discussion with school leadership regarding the advantages of the proposed MOUs, including the many specific STEM program opportunities, professional development options and apprenticeships for teachers, and learning events for students. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOUs with Alvernia University, ABC Keystone and Credly, as presented, are hereby approved; and

FURTHER RESOLVED, that the Authorization for Board President as Board Designee to work with School Leadership and Legal Counsel to Finalize MOUs with DaVinci Science Center and The Franklin Institute, is hereby approved.

The motions passed unanimously.

b.   <u>Review and Consideration of Renewal Statement of Agreement (SOA) with Pearson Online and Blended Learning (POBL) and Authorization of Board President as Board Designee to Finalize and Execute SOA Documentation on Behalf of Board</u>

Mr. Taylor reviewed the discussions held to date regarding the renewal SOA. He expressed his satisfaction of the current progress regarding a finalized Agreement, and advised of the expected timeline for completion of the documentation. Board members briefly discussed the negotiation process, and services expected to be included within the SOA, and their support of the Board President finalizing the

Agreement on behalf of the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board President as Board Designee to finalize and execute the Renewal Statement of Agreement (SOA) documentation on behalf of the Board, as discussed, is hereby approved.

The motion passed unanimously.

VIII.   Information Items

a.   Future Funded Enrollment Growth

Ms. Swan reviewed with the Board a proposed Outreach Recruitment Target for the 2020-2021 school year of 3,964 students. She reminded Board members that the target is a major driver for school budget planning, including outreach, staffing and many other initiatives. Ms. Swan further advised that the proposed recruitment target will be presented for approval during the upcoming January Board meeting, if Board members indicate their support of the number. She reviewed the predicted growth for the school based on many factors, including trends in enrollment, students currently in the pipeline and outreach efforts. The Board expressed their support of the proposed number.

b.   State and Strategic Client Relations (SSCR) Update

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school. Ms. Jay further discussed with the Board several enhancements to the employee benefits offering in 2020.

i.   Benefits Program Update

Ms. Jay provided the Board with an overview of recent medical benefit offering enhancements, as included in the Board meeting materials. She highlighted the contribution increase to the health savings account, paid maternity leave, increased parental and serious illness leave, among other added or increased benefits.

Members of the Board thanked POBL support team and school leadership for all their contributions to the success of the school.

c.   Partner School Leadership Team (PSLT) Update

Ms. Brown presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) School Leadership Team.

i.   School Leader Review Process

Ms. Brown reviewed the annual school leader review process with the Board. She reminded Board members that the process includes feedback from the Board through a survey. Ms. Brown further reminded the Board that Ms. Swan's mid-year review will be discussed during the January meeting and the final review will take place during the Board's Annual Meeting in June. She also reiterated the importance of Board member participation in the review process.

IX. **Adjournment and Confirmation of Next Meeting – Wednesday, January 15, 2020 at 9:00 a.m. at the School Location**

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is Wednesday, January 15, 2020 at 9:00 a.m. at the School Location, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 12:37 p.m., is hereby approved.

The motions passed unanimously.

X. **Board Social Event To Follow Board Meeting**

The previously planned Board social event was cancelled.

REACH Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Beates, Jameson E.	Teacher – Secondary	$53,500.00	0.04	01/17/2020
Graw, Ryan	Teacher – Secondary	$52,000.00	0.04	01/14/2020
Moyer, Stephanie	Family Relationship Coord	$61,880.00	0.04	01/14/2020
Sibbett, Rebecca A.	Teacher – Special Ed	$55,000.00	0.04	12/03/2019

Departing Employees

Name	Area	Last Day of Work	Reason for Leaving
Berman, Jennifer L.	Teacher – Secondary	01/21/2020	Mutual Agreement
Williams, Anita	Teacher – Elementary	01/09/2020	Return to Brick & Mortar

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Spofford, Amanda K.	Attendance Coord – 10 Mo	Attendance Coord – 12 Mo	$63,731.25	0.05	12/12/2019

Jameson E. Beates, M.Ed.

jamesonbeates@gmail.com
610-914-2552

2124 Fairview St.
West Lawn, PA 19609

OBJECTIVE   To break into the field of professional writing. Interested in gaining experience in editing and marketing.

QUALIFICATIONS

Five years teaching experience	Strong public speaking and writing skills
Management experience	Six years coaching experience

EDUCATION   M.Ed. Kutztown University of Pennsylvania   Kutztown, PA
Major: Education (Curriculum and Instruction)   August 2010-May 2014
Concentration: Secondary Social Studies Certification (Spring 2012)

B.A. Geneva College   Beaver Falls, PA
Major: History   August 2003-May 2007
Minor: English
Magna Cum Laude, GPA 3.74

CERTIFICATION Instructional II – Social Studies 7-12, effective June 2018

TEACHING EXPERIENCE

BCIU Thomas Ford Learning Academy   Reading, PA
Social Studies Teacher (Grades 6-12)   September 2014-August 2019

Governor Mifflin High School   Shillington, PA
Teacher Candidate, Clinical Experience   Spring 2012

Hamburg Middle School   Hamburg, PA
Teacher Candidate, Clinical Experience   Spring 2012

Governor Mifflin High School   Shillington, PA
Professional Semester Student   Fall 2011

WORK EXPERIENCE

Social Studies Teacher, *BCIU Thomas Ford Learning Academy*   Sept 2014-Aug 2019
Teaching grades 6-12 in alternative education setting   Reading, PA
Developed and currently teaching six social studies curriculum
American History-Early and Modern, Civics, Geography, World History (2014-18)
Created and instructed 6th-Grade literacy-based social studies curriculum (2017-18)

Supervisor, *JusticeWorks Youthcare*   Jan 2013-Sept 2014
Managed team of 6-10 social workers   Reading, PA
Ensured accuracy of billing and case note entry information
Provided weekly supervision for staff
Corresponded with Berks County CYS and JPO regarding case needs

Family Resource Specialist, *JusticeWorks Youthcare*   July 2009-July 2010
Provided support for CYS caseworkers in Berks County   July 2012-Dec 2012
Provided support for JPO officers in Berks County   Reading, PA
Assisted families in receiving appropriate social services
Assisted delinquent youth in completing probation programs

Paraprofessional/TSS, *New Story*   Jan 2008-May 2009
Behavioral support in classroom for children on the Autism Spectrum   Wyomissing, PA
Teacher's aide in 3rd-grade classroom for children with Autism
One-on-one therapy provided for child with Autism after school

Soccer Coach, *Wyomissing School District*   Aug 2007-Nov 2012
Three seasons as Junior High Boys' Head Coach (Fall 2007-Fall 2009)   Wyomissing, PA
Two seasons as Junior High Girls' Head Coach (Spring 2008-Spring 2009)
One season as JV Girls' Head Coach (Spring 2010)
One season as Varsity Boys' Assistant Coach (Fall 2010)
Two seasons as Varsity Boys' Head Coach (Fall 2011-Fall 2012)

PROFESSIONAL TRAINING AND HONORS

Education: SafetyCare, Restorative Practices, TeachingAmericanHistory.org seminars
Social Work : Supervisory Training Series, Nurturing Parenting, Thinking for a Change (T4C)
Writing: Experienced and well-trained writer, currently authoring *The Heart Stone Saga*
Honors: Dean's List (Geneva College), American Mideast Conference Scholar Athlete (Soccer, Geneva College, Fall 2006), Eagle Scout

REFERENCES

Allison Stanziani, History 10 and Gifted 9-12
Governor Mifflin School District
Contact: 610.775.5089 astanzia@gmsd.k12.pa.us

Sara George, Assistant Director of Early Childhood and Student Services
Berks County Intermediate Unit
Contact: 484.651.5116 sargeo@berksiu.org

Katie Kehm, Assistant Program Administrator
Berks County Intermediate Unit
Contact: 610.898.8977 katkeh@berksiu.org

Additional references available upon request

Ryan C. Graw
1073 Allegheny Street
Renovo, PA 17764
(570) 923-7252

Objective:

- I am seeking a position as a Social Studies instructor, where my knowledge and drive can successfully impact students in a meaningful way.

Education:

Bucktail Area High School
- Completed 5 years of French
- Received diploma
- 2006 Graduate

Lock Haven University
- Received B.S. in Secondary Education: Social Studies
- Minored in History
- Major GPA: 3.32
- Achieved multiple Dean's Lists
- Received a 4.0 during my student teaching
- Scored above average on PRAXIS II
- Completed A.P.L. Educational Leadership Training (Spring Semester 2011)
- Volunteered with intermediate Salladasburg Elementary student during annual social studies fair (2010-2011), through instruction, culminating activities, and implementation with parent expo

Employment:

Keystone Central School District: 2011-Present
- Full-Time Social Studies Teacher:
    - o Created lessons specific to both the subject and students
    - o Modified tests, quizzes, worksheets, and other assignments for the needs of individual learners
    - o Review and follow all instructions for IEPs and 504 plans
    - o Maintain constant feedback to both students and parents
    - o Create nearly all materials used in class including tests, quizzes, worksheets, web quests, research papers, PowerPoints, and PowerPoint assignments

1

- Substitute Teacher:
    - Supervised students of all ages in and out of a classroom environment
    - Implemented lesson plans
    - Relayed information in a way that is understandable to students
    - Maintain orderly setting
- 21st Century Tutor:
    - Tutored both elementary and high school students in the 21st Century after school program
    - Planned and supervised activities
    - Communicated with faculty about students' needs and progression
- Homebound Tutor:
    - Responsible for scheduling meeting times
    - Oversaw student's usage of Compass program
    - Expanded on information from Compass, making it easier for student comprehension
- Junior High Football Coach:
    - Responsible for scheduling and coordinating practices
    - Distributed and collected necessary equipment
    - Directed players during football games

Lock Haven University: 2006-2010
- Student Worker:
    - Worked in the university's duplication department
    - Typical work included operating machinery that bound books, cut papers, copied books, etc

Skills

- Proficient in Microsoft Office, Outlook, PC and Macintosh operating systems, and interactive whiteboards
- Problem solving
- Organization
- Communication and relying information
- Ability to develop professional relationships with coworkers
- Flexibility

Community Activities:

- **North Bend United Methodist Church**: Actively attend on a regular basis, handle all collection money

- **Progress and Revitalization of Renovo**: Founding committee member engaged in community improvement

- **High School Athletics**: Volunteer coach of local Jr. High football team

- **Community Trade Association**: Part of the planning committee for multiple area cleanup projects headed by the CTA

<div align="center">

-Stephanie Moyer
160 Llewellyn Road
Pottsville, PA 17901
570-401-4118
steph4996@hotmail.com

</div>

Licensed Social Worker with 10+ years experience working with diverse populations in the school, community, home and residential settings.

Education:

<u>Marywood University</u>-completion of Masters degree in Social Work in May 2008

<u>College Misericordia-</u> completion of Bachelors degree in Social Work in May 2006

Licensures:

Licensed Social Worker in the State of Pennsylvania

Work Experience

March 2017-present (promotion at same company)	<u>Salisbury Behavioral Health</u> Currently I am the program director of the family-based program for Salisbury Behavioral Health. I supervise 9 employees, oversee all clinical work, treatment plans, and sessions that staff provide in the school, community and home.
Feb. 2009 – March 2017	<u>New Story/Salisbury Behavioral Health</u> Supervisor: Monica Schneck Responsibilities: I was the lead therapist of a family-based team in which I devise treatment plans, facilitate family, individual, sibling and marital sessions. I guide a bachelor level therapist in therapeutic sessions and develop the treatment for them to follow. I also provide case management, crisis intervention and work closely with schools and other community agencies.
May 2006 – Feb. 2009	<u>ReDCo Group</u> Supervisor: Allison Elam I was the bachelor level therapist of a family based team. I provided family therapy sessions under the guidance of the Master level therapist.
May 2005 – May 2006	<u>Volunteers of America</u> Supervisor: Amy Freeman I counseled abused and neglected adolescent teenage girls in a residential setting.

Special Skills:

I am certified in CPR, First Aid and Crisis Management

Charity Work:

Volunteer and donate to the ASPCA

REBECCA SIBBETT

200 Hill Road, Apt. 161, Denver, PA 17517 ◆ 717-466-8603 ◆ rsibbett1@gmail.com

PROFESSIONAL SUMMARY

As a skilled special educator with the ability to work with children of various intellectual and behavioral challenges, I have a desire to work alongside your team as a special educator within your district. With a passion for teaching and helping students grow, I will commit to provide an environment where students will desire to work to their potential.

SKILLS

- Excellent classroom management and motivates students
- In-depth knowledge of Autism, behavior modification and ABA technique
- Creative social skill's lesson plan development
- Effectively communicates with parents

- Experience using data to create goals based on student needs
- Knowledge of creating and implementing behavior plans
- Experience in whole and small group instruction

WORK HISTORY

Long-term Substitute/ Building Substitute, 08/2014 to Current

Kelly Educational Services – Wyomissing, PA

- Observed student behavior and kept thorough records of progress
- Maintained, created and implemented behavior plans and IEPs
- created and implemented social skills lessons for Kindergarten through sixth grade students
- taught Reading and Math intervention groups for third and fourth grade students
- Worked collaboratively with grade level and Special Education teachers on curriculum, behavioral strategies and accommodations
- Implemented Reading, Writing and Math Curriculum to groups Kindergarten through twelfth grade

Autistic Support Instructonal Aide, 07/2008 to 08/2014

Wyomissing Area School District – Wyomissing, PA

- Observed student behavior and kept thorough records of progress
- Implemented behavioral techniques and strategies according to the student's IEPs
- Conducted small group and individual classroom lessons based on differential learning needs

- assisted in student transition training
- established positive relationships with students, fellow teachers and school administrators

First Grade Teacher, 07/2004 to 07/2007

Victory Christian Academy – Reading , PA

- taught a broad range of instructional techniques to retain student interest and maximize learning
- improved students reading levels through guided reading groups and whole group instruction
- taught students to exercise problem solving strategies during tests
- strengthened parent-teacher communication by holding parent-teacher conferences
- observed and assessed student performance and kept thorough records of progress

Learning Support Teacher, 07/2001 to 07/2003

Norfolk Public Schools – Norfolk, VA

- developed IEPs to improve educational and social skills for students
- organized and conducted IEP meetings held with parents and teachers
- conducted small group and individual classroom activities with students based on differential learning needs
- taught small groups of Writing, Reading and Mathematics resource classes
- developed and implemented interactive learning aids to increase student understanding of course material
- supervised and trained teaching assistants

EDUCATION

Bachelor of Science: Elementary And Special Education, 2000

Lee University - Cleveland, TN

- Coursework in Elementary and Special Education
- Student teaching in a newly developed Autism program at Lee University
- ABA trained
- Coursework in Early Childhood Development, Child Psychology and Behavior MAnagement

CERTIFICATIONS

PA Special Education N-21

PA Elementary Education K-6

Pearson

INVOICE

Customer Bill-to:

Customer Ship-to:

Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000003990
Date :	19-DEC-2019
Customer Account :	3924545
Project Number :	82037947
Currency :	USD
Shipment Terms :	
Certiport Customer ID :	90075128-268309
Purchase Order Number :	Reach
Number of Pages :	Page **1** of **3**

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

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

Attention:
Accounts Payable

Total Ordered Quantity (No. Of Items)	:		28
Net Amount	:	USD	$2,766,233.00
Tax Total	:	USD	$0.00
Invoice Total	:	USD	$2,766,233.00
Amount Due	:	USD	$2,766,233.00

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	███████████
Bank Address	:	███████████
ABA ACH No	:	███████
ABA Wire No	:	███████
SWIFT Code	:	██████
A/C No	:	██████
Bank Account Name	:	██████████

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037947	Reach	Direct Charges	1		14,614.20	0.00	14,614.20
82037947	Reach	Direct Charges	1		328,970.13	0.00	328,970.13
82037947	Reach	Direct Charges	1		2,083.34	0.00	2,083.34
82037947	Reach	Direct Charges	1		179,400.00	0.00	179,400.00
82037947	Reach	Direct Charges	1		1,323,960.00	0.00	1,323,960.00
82037947	Reach	Direct Charges	1		13,350.00	0.00	13,350.00
82037947	Reach	Direct Charges	1		701,181.00	0.00	701,181.00
82037947	Reach	Pass Through	1		314.34	0.00	314.34
82037947	Reach	Pass Through	-1		8,348.00	0.00	-8,348.00
82037947	Reach	Pass Through	1		97.29	0.00	97.29
82037947	Reach	Pass Through	1		386.28	0.00	386.28
82037947	Reach	Pass Through	1		30,372.12	0.00	30,372.12
82037947	Reach	Pass Through	1		11,688.45	0.00	11,688.45
82037947	Reach	Pass Through	1		2,430.70	0.00	2,430.70
82037947	Reach	Pass Through	1		187.31	0.00	187.31
82037947	Reach	Pass Through	1		2,538.34	0.00	2,538.34
82037947	Reach	Pass Through	1		32.36	0.00	32.36
82037947	Reach	Pass Through	1		743.13	0.00	743.13
82037947	Reach	Pass Through	1		1,033.32	0.00	1,033.32
82037947	Reach	Pass Through	1		1,550.48	0.00	1,550.48
82037947	Reach	Pass Through	1		41,604.20	0.00	41,604.20
82037947	Reach	Pass Through	1		60,289.81	0.00	60,289.81
82037947	Reach	Pass Through	1		234.00	0.00	234.00
82037947	Reach	Pass Through	1		1,964.17	0.00	1,964.17
82037947	Reach	Pass Through	-1		13,937.50	0.00	-13,937.50
82037947	Reach	Direct Charges	1		0.03	0.00	0.03

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037947	Reach	LiveSpeech Oct19	1		42,993.50	0.00	42,993.50
82037947	Reach	REVERSE ADJ CFNB RHIEP LOADED IN JUL ULTIPRO, 1477689	1		26,500.00	0.00	26,500.00

To pay your invoice online: Visit https://ipay2.bizsys.pearson.com/register to register.

Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	$2,766,233.00	$0.00	$2,766,233.00

PEARSON

Charges for the Following Period:		Nov-19

Compensation Expenses		
Benefits - Administration	$	58,065.08
Benefits - Instructional		270,905.08
		328,970.16
Enrollment/Unit Based Charges		
Curriculum and Instructional Support Services		680,942.16
Student Technology Assistance Services		430,777.34
Enrollment/Placement/Student Support Services		378,881.50
Student Connexus License		247,800.00
School Operations Support Services		230,100.00
School Business Support Services		56,640.00
Professional Development Services		37,375.00
School Staff Support Services/Human Resources Support		142,025.00
Facilities Support Services		2,083.34
Direct Course Instruction		14,614.20
		2,221,238.54
Pass Through Expenses		86,828.49
Short Term Substitute Teaching Services		13,350.00
Withholdings		77,396.97
Credit for Non-Billable Earnings Paid By the Schools		(4,544.66)
Live Speech		42,993.50
Total Amount Due	$	2,766,233.00

PEARSON

INVOICE

Customer Bill-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Connections Education LLC dba
Pearson Online & Blended Learning
K-12 USA
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000004226
Date :	21-JAN-2020
Customer Account :	3924545
Project Number :	82037947
Currency :	USD
Shipment Terms :	
Purchase Order Number :	Reach
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		3
Net Amount	:	USD	$3,076,647.62
Tax Total	:	USD	$0.00
Invoice Total	:	USD	$3,076,647.62
Amount Due	:	USD	$3,076,647.62

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Online & Blended Learning
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	▮▮▮▮▮
Bank Address	:	▮▮▮▮
ABA ACH No	:	▮▮▮
ABA Wire No	:	▮▮▮
SWIFT Code	:	▮▮▮
A/C No	:	▮▮▮
Bank Account Name	:	▮▮▮▮

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82037947	Reach	Direct Charges	7		2,463,656.64	0.00	2,463,656.64
82037947	Reach	Other Charges	0		34,373.00	0.00	33,053.00
82037947	Reach	Pass Through	14		625,293.98	0.00	579,937.98

To pay your invoice online: Visit https://ipay2.bizsys.pearson.com/register to register.
Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

	Subtotal	Total Tax	Invoice Total
Invoice Total	USD	USD	USD
	$3,076,647.62	$0.00	$3,076,647.62

Pearson

Charges for the Following Period:		Dec-19

Compensation Expenses

Benefits - Administration	$	56,883.17
Benefits - Instructional		272,005.94
		328,889.11

Enrollment/Unit Based Charges

Curriculum and Instructional Support Services	649,846.67
Student Technology Assistance Services	400,561.33
Enrollment/Placement/Student Support Services	338,380.00
Student Connexus License	248,920.00
School Operations Support Services	231,140.00
School Business Support Services	56,896.00
Professional Development Services	38,000.00
School Staff Support Services/Human Resources Support	144,400.00
Facilities Support Services	2,083.33
Direct Course Instruction	10,980.20
	2,121,207.53

Pass Through Expenses	539,279.05
Short Term Substitute Teaching Services	12,900.00
Withholdings	72,948.25
Credit for Non-Billable Earnings Paid By the Schools	(32,289.32)
Live Speech	33,713.00

Total Amount Due	$	3,076,647.62

From: Jessica Davis

To: Reach Cyber Charter School Board of Directors

Re: School Handbook: General Portion for 2020-2021

Attached for board approval is a redlined version of the School Handbook: General Portion for SY 2020-21. This document has been provided to and reviewed by your Board's handbook designee, and carefully reviewed by your school's leadership team and key Connections Academy staff. Once board-approved, the General Portion will be posted on the Virtual Library for the opening of enrollment for the 2020-21 school year. Just as a reminder, the General Portion attached is in draft format and will be double-checked for typos and formatting prior to being posted on the Virtual Library.

For your convenience, a summary of the changes to the General Portion is provided below.

General Information

The school year 2019-2020/19-20 was updated to 2020-2021/20-21.

"school leader" was capitalized to "School Leader."

"Employee" was updated to "staff member."

"He/She", "Him/Her" and "His/Her", were updated to "They", "Them" and "Their."

3.1 Roles and Responsibilities

Language was consolidated to a single section for the Family Connections Coordinator role.

*4.2 Marking and Verifying Attendance**

Language was updated to more clearly explain the process of recording, verifying, and changing attendance records.

4.3 Escalation Status

Language was updated to more clearly explain the four (4) escalation status levels.

10. Conduct, Due Process and Communication*

Language was updated to clarify that suspension or termination of a Learning Coach's access to Connexus will impact the school's ability to partner with the Caretaker/Learning Coach to meet the student's educational needs.

11. Educational Materials Provided by the School

- Language was updated to clarify the shipping, packing and tracking process of both the receiving and returning of School Educational Materials.

- The name of the department that provides support to families for their School Equipment was updated to read Student Technical Support.

11.2.5 Use of the Internet

Internet Safety

-Information on Connections-provided security information and internet filtering software was removed.

Loss or Theft of Equipment

- Language was updated to clarify what information may be requested should equipment be lost or stolen.

Appendix 1 – Honor Code

The most current version of the policy was inserted.

Appendix 2 –FERPA Annual Notification and Policy

The most current version of the policy was inserted.

Appendix 3 –Connexus Terms of Use

The most current version of the policy was inserted.

Appendix 4-Privacy Policy

The most current version of the policy was inserted.

Appendix 6 – Protection of Pupil Rights Amendment (PPRA) Notification

The most current version of the policy was inserted.

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

School Handbook
General Portion

~~2019–2020~~

2020-2021

Welcome to your Connections Academy virtual school!

Your school is designed for students to learn at the highest levels possible. Our rigorous curriculum, personalized learning approach, and engaging virtual classroom sessions make learning challenging and relevant. Our student-centered approach means that each child receives the educational support he/ she needs to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals who are focused on your student's well-being; virtual sessions using LiveLesson® session technology; supplementary educational opportunities; clubs and activities; or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success.

Your school's dedicated teachers and administration are focused on your student's well-being and fulfilling the Connections Academy mission: *to help each student maximize his/ her potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians (Caretakers), your role in a Connections Academy school is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this Handbook and in the School-Specific Handbook Supplement. Sections in this Handbook marked with an asterisk (*) have additional information in the Supplement. Please read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. To reach your Connections Academy school, visit www.connectionsacademy.com, enter your zip code, and then select Visit School Site. Learning Coaches and Caretakers can see detailed school contact information from their Connexus® login page. Your School-Specific Handbook Supplement, found in the Virtual Library in Connexus, also contains complete school information. To contact the Connections Academy central office, call 800-382-6010, or send an email to support@connexus.com.

Congratulations on joining the Connections Academy family. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

We look forward to working with you and wish you a successful 20192020 2020- 2021 academic year!

See the School-Specific Handbook Supplement for additional information.

Getting Ready:
Quick Tips

Get to Know Connections Academy's Policies

Please take some time before the school year starts to understand the policies in this General Handbook and your School-Specific Handbook Supplement. You and your student are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you and your student are in compliance with Connections Academy policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should check their To Do list on their home page in Connexus every school day. **Be sure to complete the assigned orientations and trainings** you find there, this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":

- Dedicate a space for keeping school materials and supplies organized
- Place your student's "classroom" in a quiet area that is free of distractions
- Create a filing system for portfolio assessments, student work, and important papers
- Create a showcase area to display your student's work
- Review your calendar, set a schedule, and post the daily routine

If you're waiting for a computer delivery from Connections Academy, review the set up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in Connexus without receiving your materials first. If you are using your own computer, take time to review the system requirements in Connexus Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

p. 2 of 118

See the School-Specific Handbook Supplement for additional information.

Learning Coaches can also prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. This is where you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed specifically to help Learning Coaches support their students in adjusting to virtual learning, and much more!

Need help?

Our Connexus Help has a lot of the answers! Select the **MORE** tab on your toolbar in Connexus and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Connexus, or accessing the internet.

If you want to get to know your teacher(s), check out the Teacher Communication Data View. To access this Data View, select your student's name from your Home Page. From there, you will see the courses your student is taking. Select the icon beside the teacher's name and then select and view the teacher's Teacher Communication Data View information. Review the teacher's prior experience and qualifications, courses taught, contact information, and more!

Welcome to Connections Academy! We hope you have a great year.

See the School-Specific Handbook Supplement for additional information.

Table of Contents

See the School-Specific Handbook Supplement for additional information.

*See the School-Specific Handbook Supplement for additional information.

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See the School-Specific Handbook Supplement for additional information.

See the School-Specific Handbook Supplement for additional information.

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See the School-Specific Handbook Supplement for additional information.

1 INTRODUCTION

This handbook has been approved by each of the Connections Academy schools' Governing Boards or other authorizers as required. The most current version of this General Handbook, and its companion document, the School-Specific Handbook Supplement, is available online in the School Handbooks section of the Virtual Library in Connexus.

Sections of the General Handbook that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional, school-specific information on these topics. All policies in this General Handbook apply to grades K–12 unless otherwise noted. However, as high school programs vary from state to state, information related to high school is found in the School-Specific Handbook Supplement.

2 SCHOOL MISSION AND OVERVIEW

2.1 Mission Statement*

It is the mission of Connections Academy schools to help each student maximize his/ her potential and meet the highest performance standards through a uniquely individualized learning program. Check your School-Specific Handbook Supplement for your school's individual mission and/or vision statements.

2.2 Program Overview

Connections Academy's high-tech, high-touch, virtual "school without walls," combines the best in virtual education with very real connections among students, families, teachers, and the community. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that work together to maximize student learning.

See the School-Specific Handbook Supplement for additional information.

2.3 Non-discrimination Statement

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement, or age in the admission to, participation in, or receipt of the services under any of the Connections Academy and its affiliated entities educational programs and activities, or in employment practices, or any other area protected under federal or state law are strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by the laws of the state under which that particular Connections Academy school operates.

The non-discrimination statement policy is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the Americans with Disabilities Act of 1990, as amended (ADA), the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Act of 2004 (IDEA)*. Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the Connections Non-discrimination Policy. Please also review the Virtual Library for certain state specific Non-discrimination policies as required by state law and/or school authorizers.

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by state and federal law. See yourthe School-Specific Handbook Supplement for additional information.

2.4 The Connections Academy Commitments*

Each Connections Academy school has high expectations for its students and their families and requires them to commit to the rigorous educational program that has been implemented. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- The school will contact the student and his/ her Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic success.

See the School-Specific Handbook Supplement for additional information.

- The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.

- The school will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.

- The school will support the student and family with the training needed to learn how to use Connexus and provide encouragement needed to fulfill their responsibilities.

- The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.

- The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events. The school's Get Connected! program will help facilitate these opportunities to connect, and at some schools, will provide private Facebook groups where Caretakers and Learning Coaches can "meet" to arrange study groups and other informal gatherings.

- For students with disabilities, the school will follow Individualized Education Programs (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for accommodations to address each eligible student's individual needs as required by law or regulation. See your school's Handbook Supplement for details.

- The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.

- The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 2 for the Connections Academy FERPA policy FERPA Notification.)

- The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA). (See Appendix 4 for the Connections Academy Privacy Policy, including COPPA statement).

- The school will provide approved Caretakers access to student records and related school information through Connexus in accordance with applicable federal and state law.

- The school will always operate with the best interests of the student in mind, and in accordance with state and federal law.

See the School-Specific Handbook Supplement for additional information.

3 SCHOOL ORGANIZATION AND ROLES

This section provides information about how your school is organized and on the various roles and responsibilities for everyone involved in the school.

3.1 Roles and Responsibilities

Caretaker (Parent or Legal Guardian)

Connections Academy schools apply the term "Caretaker" to the student's parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student's enrollment requirements. All Caretakers are automatically given "Learning Coach" (see below) access in Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/ Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coach(es) either *in addition to or in place of* the Caretaker by completing and submitting the Designated Learning Coach Agreement form. Even if the Caretaker designates another adult or adults as Learning Coach(es), the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child's education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student's educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student's Caretaker. However, Caretakers may designate another adult or adults as the student's Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student's school work and school-related activities, by completing the Designated Learning Coach Agreement form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility for the child's education and educational decision-making with the school, and therefore must be available in a timely manner to the school staff as needed for discussions related to the student's educational and other school-related needs.

See the School-Specific Handbook Supplement for additional information.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! Program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! Program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! Program resources are available under Links on the Learning Coach and Caretaker Home Page.

Under certain circumstances, students who are a student who is 18 years of age or older, or an emancipated minor, may request to be his/hertheir own Learning Coach. To discuss this option, the students should contact either the Connections Academy Enrollment Team during the enrollment process, or the school leaderSchool Leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of his/ her abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students at all times are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (Appendix 1).

Eligible Student

"Eligible student" at Connections refers to students over eighteen (18) years of age and emancipated minors. Other uses of 'eligible student' will be qualified with the area of eligibility; for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The school leader'sSchool Leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your school leader'sSchool Leader's contact information.

See the School-Specific Handbook Supplement for additional information.

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Homeroom Teacher (Elementary Students)

Each elementary student is assigned a homeroom teacher (depending on program implementation, a Family Connections Coordinator may provide support in lieu of a homeroom teacher). The homeroom teacher serves as the family's central point of contact with the school and works with ~~the~~ students and ~~his/her~~their Learning Coaches to develop and implement the Personalized Learning Plan (PLP). Generally, the homeroom teacher will also be the teacher for most or all of the student's subjects. The homeroom teacher is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades; reviewing and approving adjustments to students' schedules (such as vacations and/or field trips); and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers or Family Connections Coordinators may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Connexus), addressing basic technical concerns, and assisting with the process for marking and/or changing student attendance. The name of the teacher for each of the student's courses is listed next to the course name on the Connexus home page and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.

School Counselor, Homeroom Teachers, and Advisory Teacher (Middle and High School Students)

~~Unless a participating Connections Academy school has chosen to provide Family Connections Coordinators to families,~~ ~~Ee~~each middle and high school student has an Advisory Teacher, Homeroom Teacher, and/or School Counselor (titles may vary by school). The Advisory Teacher, Homeroom Teacher, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

See the School-Specific Handbook Supplement for additional information.

Subject-Specific Teacher

The subject-specific teacher is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling the following instructional issues:

- providing timely and relevant feedback on student work including grading and updating progress reports
- facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept
- managing the course scope, pacing, and sequence to ensure a student's academic success
- personalizing the curriculum, including modifying lessons and assessments
- proctoring state and/or federally mandated tests

Subject-specific teachers proactively monitor each student's progress using Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Connexus-based email system). Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, Learning Coach, and Family Connections Coordinator, or homeroom/advisory teacher. Teacher feedback is provided through the use of rubrics, assessment grades, phone conferences, WebMail messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports (at schools that issue them), verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K–8).

See the School-Specific Handbook Supplement for additional information.

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects; these teachers may also be the student's homeroom teacher.

Substitute Teachers

Substitute teachers are teachers who meet the state requirements for being substitute teachers in their state. They serve as homeroom and/or subject-specific teachers when the regular Connections Academy teacher is not available for an extended period of time (on military or medical leave, etc.). Substitute teachers perform all of the duties of a teacher or subject-specific teacher.

Teaching Assistants

Teaching assistants may perform many of the duties of a homeroom teacher or subject-specific teacher, as defined above. However, teaching assistants are not permitted to issue final course grades and they must work under the supervision of a certified teacher.

Family Connections Coordinators (FCC)

Depending on program implementation, the Family Connections Coordinator (FCC) serves as a single point of contact between the family and the Connections Academy school to provide support to families and students for non-teaching tasks. ~~The FCC's primary focus is on building a lasting relationship with the families they support, guiding them through processes, and holding regular check-ins from the time a family expresses an interest in the school through the student's graduation.~~

Community Coordinators (Caretaker Volunteers)

Community Coordinators are typically Caretakers of students in the school. Some schools do not have community coordinators and have events planned by the school staff – they are referred to as School Event Representatives. Community Coordinators, and/or School Event Representatives, help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Schools provide information to families at the start of the school year about how to become a Community Coordinator and will distribute the Community Coordinator's contact information to families. If you have a question or a suggestion related to a local activity or opportunity, contact your assigned Community Coordinator or the School Event Representatives.

See the School-Specific Handbook Supplement for additional information.

Student Support Team

The Student Support Team (SST) consists of a number of individuals with various roles at the school, with the goal of supporting struggling students' academic and behavioral needs. The SST may be comprised of teachers, staff members, administrators, school counselors, intervention specialists, parents as needed, and others at the school who may have knowledge of student performance and needs. The SST meets regularly to discuss individual students referred to the team by school staff or parents. Concerns may be related to academic, performance, engagement, or physical and mental health. This Team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT Students are identified as needing additional support based on universal screening assessments conducted with all students, teacher and/or Learning Coach observation and knowledge of the student, and/or a review of the student's academic performance, participation, and/or attendance levels documented in Connexus.

The Student Support Team shares information among its members about a students' academic and/or other challenges, and makes recommendations for implementation of instructional or other interventions. SST members also perform regular data collection on progress of these interventions, and other relevant information. The team develops and recommends additional instructional strategies and resources for the student's teacher(s), Caretaker, and Learning Coach, and then follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement. Caretakers are kept informed regarding interventions and student progress.

3.2 Required Student Safety Trainings for School Staff *

Connections Academy takes student safety and well-being very seriously, and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two courses that focus specifically on student safety:

- **Internet Safety:** This course provides valuable information about practicing safe behaviors online.

- ***Students in Distress: Recognizing and Responding:*** This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete required trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation.

3.3   School Information*

Contact information for your school is found in the School Specific Handbook Supplement.

3.4   School Schedule

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, as long as no state or local regulations are violated. However, students must still attend school regularly, meet their school's specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your School-Specific Handbook Supplement for specific requirements.)

Students must also be available during regular school hours for any required phone conferences or participation in LiveLesson sessions, unless school-approved alternate arrangements can be made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course and through the Teacher Communication Data View.

3.4.1   The ~~2019~~2020 ~~2020~~ 2021 School Calendar*
Your school's calendar is in the School Specific Handbook Supplement.

See the School-Specific Handbook Supplement for additional information.

3.4.2 Required Instructional Hours*

This information is in the School Specific Handbook Supplement.

3.4.3 Emergency Closure Plans*

Note that some schools may have a separate Emergency Closure Plan.

If a school's office(s) closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" WebMail message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the country where conditions may be different from those in the local school office location. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa.

Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should still plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment eligibility are available on your school's page on the Connections Academy website. To find these requirements, select the Enrollment tab at the top of the page, and then select Eligibility Requirements.

All Connections Academy schools abide by all federal, state, and local policies and guidelines for student admission and do not impose admission requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness. The ~~school leader~~School Leader or ~~his/her~~their designee shall serve as the liaison for homeless students.

*See the School-Specific Handbook Supplement for additional information.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may temporarily "pause" enrollment by holding students who have completed Stage 2 of the enrollment process on a wait list for a defined period of time. After the temporary "pause" of enrollment is over, students will again be able to move forward with completing the enrollment process. The school board or authorizer has delegated to the ~~school leader~~School Leader the authority to define and implement these temporary "pauses" of enrollment periods. These temporary "pause" dates will be posted on the school's website where information about enrollment can be found.

Some schools also have enrollment caps and therefore may implement a lottery system. Schools may also close enrollment at some point in the year, as permitted by state or local regulations. Check your school's website for more information.

3.5.1 Returning Students

Currently enrolled students whose Caretakers plan for them to continue with Connections Academy for the next academic year must communicate their plans for the next school year in the "Tell Us Your Plan" Data View which is made available on the Caretaker's To Do List each year. Please follow the timeline presented to you by the school for submitting your response. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows that the student intends to return** the following year (but no later than the end of the current school year or specific deadline as indicated).

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the same school for a different school year should contact the Enrollment department at 800-382-6010 to determine what information is needed to reactivate the student's account.

Students enrolled in a Connections Academy school who wish to enroll in a different Connections Academy school for the next year, should call the Enrollment Department at 800-382-6010 for detailed enrollment instructions regarding state requirements appropriate to their situation.

If a student wishes to return during the same school year to a Connections Academy School after withdrawing, the Caretaker should contact the Enrollment Department at 800-382-6010 -to

See the School-Specific Handbook Supplement for additional information.

initiate the re-enrollment process. Note that these students should not complete a new online registration. Additional documents may be required for reenrollment. Please see the School-Specific Handbook Supplement for information specific to each school.

3.5.2 Kindergarten and First Grade Admissions*

This information is found in your School-Specific Handbook Supplement.

3.5.3 Enrollment after the Start of the School Year or Semester*

Students may generally enroll after the start of the school year if (1) space is available, subject to any other local limitations, and (2) the open enrollment period for the school year has not passed. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Students may also participate in a special orientation course for students who enroll after the start of the school year.

3.5.4 Dual Enrollment in another K–12 Program*

 Information pertaining to dual enrollment may be found in the School-Specific Handbook Supplement.

3.5.5 Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Connections Academy curriculum with college-level courses in schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students should consult with their school counselor or advisory teacher prior to enrolling in college courses to be sure they are fully informed about specific state requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

3.5.6 Withdrawing from School*

Students may withdraw from the school at any time, provided that the Caretaker provides Connections Academy with either evidence of homeschool registration consistent with state

See the School-Specific Handbook Supplement for additional information.

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requirements or the name and location of another public or private school that the student will attend.

Prior to withdrawing, the Caretaker and/or Eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he/ she should contact the School Leader or Assistant Principal, or ~~his/her~~their ~~D~~designee to discuss possible solutions other than withdrawal.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

1) From the Caretaker home page in Connexus, select the student's 🛈 and go to the Initiate Student Withdrawal Data View. Complete the requested Next Schooling information and select Save and Finish to submit the form.

    Please note that this method should not be used to indicate that a student does not intend to return for the following year Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.

2) Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10, Educational Materials Provided by the School and Technology, for information concerning the return of school equipment and materials as part of the withdrawal process.

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker must contact the school to discuss the change and ensure the student remains compliant with all Connections Academy, state, local, and other applicable regulations and policies. The four types of Location Change, and the related policies, are listed below:

See the School-Specific Handbook Supplement for additional information.

1. **Permanent In-Area Location Change:** change of residence within the school's service area. Example: The family purchases a new home during the school year. For this type of location change, the Caretaker must:

    a. Contact the Connections Academy Enrollment Department to notify them of the location change as soon as possible, but no later than thirty (30) days after the move. The Caretaker must provide new proof of residency documentation and updated student contact information to the Connections Academy Enrollment Department within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.

    b. Inform the student's homeroom, or advisory teacher, or Family Connections Coordinator, as appropriate.

    c. Continue to meet the school's eligibility requirements as long as the student moves within the school's service area.

2. **Temporary Location Change:** Travel or relocation away from student's residence for longer than three (3) weeks. Example: The family stays with a relative in another state for two (2) months. For this type of location change, the Caretaker must contact the school leaderSchool Leader prior to the Location Change for permission to make the Location Change. The school leaderSchool Leader will make a determination per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school. Please note that location changes may also affect support services, dependent upon state law.

    If the School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form available in the Enrollment section of the Virtual Library and submit it to the school. The School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the school leaderSchool Leader for the student to remain enrolled during the Temporary Location Change.

    a. Note: Stationary computer equipment (desktop computers and monitors) may never be taken out of the state for Temporary Location Changes. Laptops, where

See the School-Specific Handbook Supplement for additional information.

provided, may move temporarily with the student, as long as the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy.

3. Alternate Learning Location(s) Change: Student learning regularly occurs in an alternate location but there is no change in the student's residence. Example: The student's Learning Coach is a neighbor, and the student regularly works at the Learning Coach's home. For this type of location change, the Caretaker must contact the ~~school leader~~School Leader prior to the location change to confirm that this Location Change will not affect the student's enrollment eligibility.

   a. If the ~~school leader~~School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form and submit it to the school. The ~~school leader~~School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the ~~school leader~~School Leader for the student to have an alternate learning location or locations. Note: Caretakers are always responsible for Connections-provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.

   b. In any of the above types of Location Change, the student must continue learning activities, required communications, and must still comply with all state testing and other state and school requirements.

4. Permanent Out-of-Area Location Change: Move to another state.

If a student moves out of state, all computer equipment and curriculum materials must be returned to Connections Academy, even if there is another Connections Academy school that operates in the state where the student is moving.

The following actions related to Location Change may cause the student to be immediately withdrawn from the school:

● engaging in any type of Location Change without notifying the ~~school leader~~School Leader and/or the Connections Academy Enrollment Department team

See the School-Specific Handbook Supplement for additional information.

- failure to complete and submit any required Location Change forms

- failure to provide the Connections Academy Enrollment Department team and/or the school with any additional required documentation

- failure to receive specific written permission to remain enrolled when engaging in any form of Location Change

If a family moves to another state where there is a Connections Academy school and the family would like to enroll in that school, the Caretaker should contact the Connections Academy Enrollment team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the current school and then enrolled in the new school, if eligible for enrollment in the new school. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so it is important that the family contacts the Connections Academy Enrollment team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school. The Caretaker should also notify the school that the student is moving.

While Connections Academy will do its best to accommodate students wishing to enroll in another Connections Academy school, this enrollment cannot be guaranteed. Each school is governed by state-specific enrollment rules and procedures, and Connections Academy must comply with these rules and procedures (e.g., the school in the new state may have an enrollment cap that has already been met and/or may have a waiting list.)

Note: For students with an IEP, the family is encouraged to contact the Special Education Director in the new Connections Academy school prior to enrollment to discuss the special education services provided in the new school.

3.5.8 Learning Environments and Working with Multiple Students

It is essential that the Learning Coach designated to support students in the Connections Academy virtual school environment fully understand ~~his/her~~their responsibilities and is able to perform them as required. Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the Location Transfer Request Form (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

See the School-Specific Handbook Supplement for additional information.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from LEAP Participation

If a student's IEP designates alternative state testing and alternative curriculum, the student is exempt from mandatory Pre-testing, Mid-testing, and Post-testing. However, at the Learning Coach's request, the student may still complete the testing and receive scores as these assessments can be a useful diagnostic tool.

3.6.2 Assessments within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all of these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order).

Weighted Assessments

Discussion: Discussion assessments are found in grades 3–12, and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains opens throughout the semester. After the semester closes, students must send WebMail messages directly to their teachers to reply to discussion posts.

See the School-Specific Handbook Supplement for additional information.

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Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items via the Drop Box.

Final exam*: Final exams test students on the course knowledge they acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student's overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances participation may account for greater than five percent. Whether to include participation in the student's grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail**. Students in grades 9–12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lesson. Note: Not all courses use these conventions.

Practice for AP® Exam*: This assessment appears in some Advancement Placement courses as preparation for the AP® Exam. It features multiple choice questions and practice writing opportunities. Students receive immediate feedback to guide their review study.

Pretest*: Pretests, which typically contain 10-15 multiple choice questions, assess students' prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored, so they do not contain any type of question that requires teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit.

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1–12. Quick checks for all elementary courses are graded but not weighted. Quick checks for most middle and high school courses are graded and weighted, and they account for five percent (5%) of a student's overall grade.

*See the School-Specific Handbook Supplement for additional information.

Quick checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored, so they do not contain any type of question that would be graded or reviewed by a teacher.

Quiz*: Quizzes, which typically contain 5–10 questions, are longer than quick checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored.

Sample Work: Sample work assessments allow teachers to monitor students' work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.

** Some schools require all grades to submit portfolios electronically via Drop Box only. Please see the School-Specific Handbook Supplement for additional information.

Non-Weighted Assessments
The following assessment types are also found in the curriculum, but do not have an impact on the student's grade.

Course Survey: Course surveys are non-graded assessments that ask students for their opinions regarding a course and the student's teacher. Surveys are usually placed at the end of a course, and may be linked through the student's list of Data Views.

Online Practice*: Online practice assessments allow students to answer practice questions for a particular lesson or unit so they can measure their own grasp of a subject or concept. The questions are automatically scored, and do not contain any type of question that requires teacher review or grading. These assessments are scored but do not impact a student's final

See the School-Specific Handbook Supplement for additional information.

grade, and may occur several times in a unit. These assessments often offer targeted feedback to the student, visible in the review guidelines after the assessment has been submitted.

Reflection*: Reflection assessments are used in math courses to get students thinking about their relationship with mathematical concepts from a unit (or preceding units) and about themselves as learners and mathematicians. These assessments contain mainly multiple-choice questions, but they may also contain short answer questions. Reflections are scored but do not impact students' final grades.

Skills Check*: These are brief assessments used to gauge students' learning in kindergarten through second grade. The Learning Coach completes these diagnostic assessments to keep the teacher updated on the student's progress. Skills checks are also used in many high school math courses as a diagnostic assessment completed by the student prior to embarking on a new lesson. Skills checks are scored but do not impact a student's final grade.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not included in the student's grade, but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention.

- Check for Understanding: Questions provided by the school to the Learning Coaches to ask the students to gauge the development of certain skills.

- Curriculum-Based Assessment (CBA) —Synchronous, or real-time, communications between the student and the teacher used to gather formative information on students' understanding of concepts. Students are required to participate in a minimum of eight CBAs a year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).

See the School-Specific Handbook Supplement for additional information.

- VCBAs are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.

- VCBAs are informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of "recently completed assignments" such as a reading passage or solving a set of mathematics problems.

- DCBAs are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine future instructional support that may be necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

3.6.3 Mandatory Testing*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades or courses. Additionally, Connections Academy schools require all students to participate in at least one proctored test each year, which will usually be the state-mandated test. Therefore, all students enrolled in a Connections Academy virtual public school will be required to participate in the state standardized testing program, consistent with state law.

The school will work closely with Caretakers, Learning Coaches, and students as they prepare for required testing. If a student is not able to participate in testing, the Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the school to take a makeup test.

There are serious consequences for both the school and the student when students do not participate in state testing. Therefore, students who fail to participate in required testing may be subject to disciplinary action consistent with state law.

See the School-Specific Handbook Supplement for additional information.

3.7 Personalized Learning*

3.7.1 The Personalized Learning Process

Connections Academy teachers work with Learning Coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

The personalization process includes the following components: initial academic placement and course selection, performance testing, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in instructional intervention programs, attendance in LiveLesson sessions, enrollment in elective courses, and strategies for families to implement throughout the year. The process also includes several goal-review and adjustment sessions including a final conference at the end of the school year to review progress.

3.7.2 Adding Elective Courses (Elementary and Middle School)*

Before requesting to register for electives, students in grades K through 8 must generally meet the following criteria:

- be enrolled in school for at least 30 days

- have completed their initial assessments (e.g., LEAP or other pretesting, and/or state testing)

- be in good academic standing (overall grade of 70% or higher)

- maintain acceptable attendance (i.e., be "On Track")

- have all start-up tasks complete, including completion of student orientation courses and Welcome Call (start of school year call with teacher).

Schools may define additional criteria for permitting students to enroll in electives. After these criteria are met, teachers will work with families to select appropriate electives, approve the student's selection, and enroll the student in the elective course(s).

See the School-Specific Handbook Supplement for additional information.

*Some states permit electives to be selected at other times. All criteria noted above are subject to state laws and/or regulations. Please see the School-Specific Handbook Supplement for additional information.

3.7.3 How Families Can Personalize Instruction

Students and Learning Coaches work closely with their teachers to personalize student programs, but families can also personalize their learning programs in several different ways.

- Pacing and Scheduling— Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their Learning Coaches to structure the school day to best meet the student's learning needs. The online Scheduler allows students in grades K–8 and their Learning Coaches to select which days of the week they would like to schedule certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by state requirements and is overseen by the school's leadership.

Most high school students have significantly decreased flexibility in the schedule so they can learn and work together (e.g., in discussions and on collaborative projects). High school students who may benefit from a more flexible schedule should speak with their advisory teacher, Family Connections Coordinator, or school counselor to make appropriate adjustments.

- Limits to Program Flexibility - Every student is expected to master the essential skills and standards covered by the school's rigorous curriculum, which is designed to meet or exceed each state's standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school's standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

3.7.4 Placement Changes during the School Year (Elementary and Middle School)*

Counselors, administrators, teachers, ~~school leaders~~School Leaders, and the Connections Academy staff work together to make sure that each student's initial course placement is

See the School-Specific Handbook Supplement for additional information.

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accurate and appropriate. Although it is possible to request a change in placement after the student is enrolled, Connections Academy recommends that before requesting a placement change, students work in their assigned courses, look ahead in the curriculum for the year, and discuss with the school any specific challenges the student is having with the course work and/or grade level placement. The student's teacher may also be able to tailor the current curriculum to better meet the student's individual needs.

To request a placement change, the Learning Coach should contact the student's teacher. The ~~school leader~~School Leader or their designee will have final say in approving or disapproving placement changes.

*Please see the School-Specific Handbook Supplement for information on the High School Add/Drop process.

3.8 Course Completion*

Course completion definitions may vary by state but are critically important when requesting either midyear course completion or late course completion options (below).

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their Learning Coaches and teachers to make sure they have mastered course content. Teachers can provide enrichment and extension activities for students who have the ability to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or midyear will be made collaboratively by the Caretaker, Learning Coach, teacher, school counselor (if applicable) and ~~school leader~~School Leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current-course content

- exploration of enrichment and extension opportunities offered throughout the curriculum

- sufficient in-depth involvement with the course material as determined by the teacher

See the School-Specific Handbook Supplement for additional information.

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. Generally, if a midyear curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the ~~school leader~~ School Leader will have final say in approving or disapproving placement changes.

Note: All schools have a deadline for shipping materials that occurs in the spring semester. After the deadline, placement changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school to see if the school or state permits students to complete courses beyond the end of the school year. Students may request an extension allowing them to turn in work up to two weeks after their school's last official day of classes if there are extenuating circumstances to warrant an extension, but there is no guarantee that an extension will be granted.

Extensions will not be granted beyond two weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a school operates an official summer school program (or the student qualifies for extended year services through special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP team.

4 ATTENDANCE*

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the School-Specific Handbook Supplement, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring that students

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meet their school's attendance requirements, and that the student's attendance is properly documented as required by the school (see the Attendance section of your School-Specific Handbook Supplement). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Although there is more flexibility in the Connections Academy program than in a traditional school setting, with regard to instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the School-Specific Handbook Supplement.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that Caretakers take responsibility for ensuring that their student(s) attends school. Most Connections Academy programs require that the Caretaker or designated Learning Coach record attendance daily. (Refer to your School-Specific Handbook Supplement for details on attendance recording requirements.) The Learning Coach Orientation includes information on how to record attendance. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours should not be marked by the Caretaker or designated Learning Coach. Students and/or their Caretakers and/or Learning Coaches must also participate in/respond to regular telephone, WebMail message, and/or Web conferencing (LiveLesson presentations) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School: Grades K–8 (not all grades may be available at every school): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a Learning Coach. The student's need for assistance will range from fairly substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires that the student have adult supervision during the entire school day to meet health and safety regulations. Check your state's laws to determine the age when a child can be left unattended.

High School (Grades 9–12; may not be available at all schools): Students are expected to perform their school work independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in Connexus and verify that the student has completed the assigned lessons and assessments. The Learning Coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment. Check your state's laws to determine the age when a student can be left unattended.

4.2 Marking and Verifying Attendance*

Recording, Verifying, and Changing Attendance Records in Connexus

Learning Coaches are expected to record attendance in Connexus at least weekly; at some schools, Learning Coaches are required to record attendance daily. Be sure to follow your school's requirements for recording attendance to avoid the risk of having your student in Alarm status and/or in danger of being considered truant. After the Learning Coach has entered and saved attendance in Connexus, ~~he/she~~they ~~is~~ are not able to edit the student's attendance cannot be edited. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student's teacher to request an ~~if he/she~~they ~~wishes to have the~~ attendance record change~~d~~. Before the school can change the attendance record in response to a Learning Coach request, the Learning Coach may be required to demonstrate that the original entry was an error, and provide documentation to support the change. Because attendance is subject to "lockdown" (see below) at certain intervals, Learning Coaches should contact their student's teacher as soon as they discover they have made an error in recording attendance. Attendance recorded by a Learning Coach is not sufficient to properly verify student attendance. Teachers also verify attendance records on a regular basis and may change a student's attendance status if there is insufficient evidence to verify attendance, and/or if they are unable to determine if a student was participating in learning. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by each state's regulations. The School-Specific Handbook Supplement outlines how many learning hours or minutes must be demonstrated within a specific time frame.

Teachers may make changes to attendance records for the following reasons:

See the School-Specific Handbook Supplement for additional information.

- Upon request by a Learning Coach to record Attendance —If requested to do so by the Learning Coach, teachers may enter the appropriate attendance code in a blank attendance field because the Learning Coach is not able to access a computer or does not have Internet access, but the student has been able to continue his/ her studies using offline materials. Teachers will note in the student's Log the reason for the Learning Coach's request and may request additional documentation that the student was engaged in learning. This method of recording attendance should only be done in exceptional circumstances.

- Upon request by a Learning Coach to correct an error—If a Learning Coach makes an error entering an attendance code, a he/shethey may request may be made for that the teacher to enter the correct code. Teachers will note the basis for the request in the student's Log and may request additional documentation.

- Upon review by a teacher or other authorized school staff to validate attendance—A teacher or authorized school staff member will change the number of hours worked to a "0," or the "present" code may be changed to an excused or unexcused absence code, if, after communication with the Learning Coach and/or a review of the student's activity in Connexus, the teacher or staff member believes there is insufficient evidence to support that the student was in attendance (e.g., insufficient lesson completion, teacher contact, and/or assessment completion, including state test attendance).

In all cases, a teacher or another school staff member will discuss with the Learning Coach any perceived differences between the student's recorded attendance and his/ her documented lessons completed and assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in Connexus, he/shethey will promptly inform the Learning Coach and document the change in the student's Log. Learning Coaches who have disputes related to attendance should contact the School Leader to resolve the dispute, then follow the dispute resolution procedures in the School-Specific Handbook Supplement if the issue is not resolved with the School Leader.

See the School-Specific Handbook Supplement for additional information.

Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, student attendance records are "locked down;" at set intervals so records can only be modified by authorized school personnel. Lockdown generally occurs every two weeks (meaning that any dates that are 15 or more days in the past can only be edited by authorized school personnel), but some schools have defined dates.

After attendance records have been locked down, teachers are not able to make changes to attendance records. Therefore, Learning Coaches should request to update attendance records as soon as they realize there is an error. To request alterations to the attendance record for days that are far enough in the past that they are "locked down," Learning Coaches should still contact their student's teacher, but be aware that their student's teacher must then discuss the attendance alterations with the appropriate authorized school personnel.

The School Day

Students must complete a certain number of instructional hours per day as required by authorizer requirements and state law and regulations. Learning Coaches should check the Attendance section in their School-Specific Handbook Supplement for specific information about the school's required daily and weekly hours of attendance. The school day is not limited to certain hours for start and end times, however the school's teaching staff is only available during the school's hours of operation. Learning Coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

Each school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. (Refer to the School-Specific Handbook Supplement for your school's calendar, and information on how to record attendance per specific state rules.) All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

See the School-Specific Handbook Supplement for additional information.

Types of Absences

Specific attendance rules and regulations regarding different types of absences vary by school. Reasons for excused absences may include, but are not limited to, the following:

- **Health problems—**Students are unable to participate in school work due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or Caretaker must send a written note or WebMail message to the student's teacher(s) documenting the health issue. The school may also require a doctor's note for absences of more than three (3) consecutive days.

- **Other excused absences—**Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student's attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the school's leader, and for which the family provides appropriate documentation if required by the school.

If a student misses school for an excused absence, the student is still responsible for completing all required lessons and assessments for the school term.

If a family is requesting an "excused absence" for any reason, the family may be required to submit a doctor's note or other documentation supporting the request.

- **Unexcused absences**—Absences that are not approved by the school will be considered unexcused. In some states, students may be withdrawn from school for truancy if they have excessive unexcused absences. See your School-Specific Handbook Supplement Attendance section for details.

Extended Absences

If a Learning Coach is aware that a student is going to be unable to complete his/ her learning activities for more than three (3) consecutive school days, the Learning Coach should contact the teacher as soon as possible to inform the school of the planned absence and discuss a plan

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to ensure the student stays on track for completing the school year successfully.   The school may also request documentation of the reason(s) for the planned absence.

Varying the School Holiday Schedule

If families wish to work during the school's designated holiday period(s) and then take an equivalent number of vacation days at another time, they should contact their teachers for approval at least one (1) week prior to the requested change. Teachers and school administrators will consider factors such as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests. Caretakers will be notified if the request can be granted. If the request is allowed, teachers will help the family adjust learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations. Please note that some states do not allow school hours to be recorded on weekends or school holidays. Please check with your teacher and be sure to read your School-Specific Handbook Supplement's attendance section before considering this option.

4.3 Escalation ~~Systems~~Status

Connections Academy Learning Coaches are required to use Connexus to regularly mark hours or days of attendance and/or document lesson completion. Attendance and participation in Connections Academy schools goes beyond daily hours spent on schoolwork and includes other criteria such as contact with the teacher and the student's rate of lesson and/or assessment completion. If a required component of school attendance and/or participation is not being met, Connexus will trigger what Connections calls "escalation." Escalation is an indicator to the student, Learning Coach, Caretaker, and teacher that the student is not compliant with school requirements. Every student is therefore always assigned one of four (4) escalation status levels in Connexus to monitor progress:

1. On Track
2. Approaching Alarm
3. Alarm
4. Exempt*

See the School-Specific Handbook Supplement for additional information.

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Students *meeting or exceeding* the minimum requirements for their state will show "On Track" status. Students *not meeting* the minimum requirements for their state are placed into an escalated "Approaching Alarm" or "Alarm" status. When students are in "Approaching Alarm" or "Alarm" status, teachers will notify the Learning Coach and Caretaker of their concerns, help the family understand why the student is in that status, and make every effort to work with the student and Caretaker to ensure the student returns to "On Track" status as soon as possible. Learning Coaches and Caretakers can, at any time, select the Approaching Alarm or Alarm status link, located in the Escalation column on the Learning Coach home page, for details about the student's escalation status.

Students who are in "Alarm" status for extended periods of time may face disciplinary actions as permitted and/or required by state law, including referral to appropriate agencies for truancy. See your School-Specific Handbook Supplement for details on attendance requirements, truancy, and the escalation system.

Exempt status is rarely used and generally only for students with serious illnesses or other major but temporary circumstances that prevents them from completing work in a timely manner, or who are expected to be able to catch up and return to "On Track" status prior to the end of the school year. Some students may also have modifications specified in an approved IEP or Section 504 plan that dictate exempt status.

4.4 Truancy*

Students who fail to meet legal attendance requirements, which may include: reported attendance, required contact with teachers, submission of assessments, and documentation of lesson completion, shall be considered truant and the school may institute truancy proceedings, or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law. Please check your School-Specific Handbook Supplement for truancy policies.

5 GRADING AND STUDENT EVALUATION*

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolio, and discussions as described in *Section 3.6.2 Assessments within the Curriculum*. Teachers and substitute teachers are responsible for grading students' work. Only the teacher or substitute teacher is allowed to issue the final grade for the course.

The Grade Book and Progress Reports

The Connexus Grade Book allows all Caretakers and/or Learning Coaches and upper-level students (students in grades three and above) to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The Connexus Grade Book is available to Learning Coaches and upper-level students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Connexus*) and always reflects the student's current status in each course in which ~~he/she is~~they are enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

Some schools provide Progress Reports that are snapshots of students' Grade Book during a certain time period (e.g. the first quarter of the school year) which may include teacher feedback and comments. For those schools, Progress Reports are created and posted at certain times per year based on a schedule set by those schools which use them.

Grading Time Lines

Most assessments, other than portfolio assessments, should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and portfolio expectations are initially explained in the Welcome Call and then are posted on teachers' Message Boards and in student planners.

5.1 Placement, Promotion, and Retention (Elementary and Middle School)*

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student that includes the student's most recent academic progress. This information is reviewed and verified by the Academic Placement team, the school counselor, the manager of special education, and/or the ~~school leader~~School Leader, who then collaborate to determine the most appropriate course placement for the student. Students may also be requested to complete a skills assessment that will help determine mastery of previously completed coursework and readiness for Connections

See the School-Specific Handbook Supplement for additional information.

Academy curriculum. Caretakers will review and confirm they agree to the course placement prior to ~~the~~ students starting ~~his/her~~their coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make a recommendation to their ~~school leader~~School Leader regarding promotion or retention for each of their students in grades K through 8. These recommendations are based on the following student performance information:

- successful completion of language arts and math courses (based on school's grading scale)
- performance across all courses
- lesson completion across all courses
- attendance
- proficiency levels on assessments, including state testing

Generally, for third grade students to be promoted to fourth grade, they must also demonstrate proficiency in reading.

Based on state regulations or authorizer requirements, additional promotion criteria may be established for certain grade levels. Please see the School-Specific Handbook Supplement for more information.

Decisions about retaining students due to inadequate progress or lack of proficiency will be made on a case-by-case basis, and in accordance with applicable state regulations, by the ~~school leader~~School Leader. The school staff will contact the Caretaker of students who are in danger of retention in early spring and will discuss each of the options available and best suited to the individual student's needs. It is possible that a student not apparently in danger of retention in early spring may need to be retained at the end of the school year. The school will make every effort to ensure that the Caretaker is aware of this as soon as possible.

Teachers, school administrators, and ~~school leaders~~School Leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student.

See the School-Specific Handbook Supplement for additional information.

Some states may have state specific regulations or school specific policies regarding the promotion and retention of students. Therefore, if there are any discrepancies between the above-listed criteria and state regulations, state regulations will be followed.

Please see the School-Specific Handbook Supplement for more information.

High School Coursework Completed in Middle School*

Students not yet in high school who are academically ready to take high school courses may do so with appropriate approval, but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. Please see your School-Specific Handbook Supplement – High School Programs and Policies section, and/or contact your school if you are interested in this option.

6 HIGH SCHOOL PROGRAM AND POLICIES*

Please refer to your School-Specific Handbook Supplement for complete high school policies.

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation that provides a record of the high school credits the student has earned and attempted, and any courses in progress, during ~~his/her~~their high school career. This documentation is used to assist the Academic Placement team and the school counselor with determining what courses are needed for the student. Initial course placement will be based on high school credit earned and in line with graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm they agree to the course placement prior to the student starting coursework. Please note that through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the School-Specific Handbook Supplement for state-specific information.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students*

The school complies with the requirements described in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing and revising Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, implementing IEPs in the appropriate placement determined by the IEP team, considering continued eligibility for special education and related services, and developing and implementing transition plans to prepare for post-secondary transition after high school. When a student initially enrolls in Connections Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed or amended by the IEP team, unless specifically stated otherwise in the School-Specific Handbook. Specially designed instruction for students with IEPs is most often delivered in LiveLesson sessions. In the virtual environment, FAPE is provided in the LiveLesson classroom, including instruction from a special education teacher. Related services are most commonly provided in the virtual environment according to students' needs in order to provide FAPE. It is important for students receiving special education and related services to attend these sessions designed to address their IEP goals.

Connections Academy schools comply with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of

See the School-Specific Handbook Supplement for additional information.

K–12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools and are required by Connections Education LLC for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Section 504 of the Rehabilitation Act of 1973 (the "Act"), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A "Section 504-Eligible Student" is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive a free appropriate public education. When a student enters Connections Academy with a Section 504 plan developed by his/ her previous school, Connections Academy will review the plan and supporting documentation and comply with Section 504 of the Act. The Section 504 team will adopt and implement the plan as is or propose revision to the plan if appropriate, due to the nature of the virtual setting. Connections Academy requires staff members to be

See the School-Specific Handbook Supplement for additional information.

cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations. Students with Section 504 plans will have periodic review of their plans and needs through Section 504 team meetings.

7.3 English Learners (EL)*

Federal and state regulations require that schools determine students' "primary or home language" and take "appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs." To meet this requirement, Connections Academy asks Caretakers to complete a primary home language survey based on the regulations of the state in which they reside. Responses are then reviewed to identify all students whose primary or home language is not English. Connections Academy schools then administer English Language Proficiency assessments to determine students' language acquisition levels in compliance with federal and/or state law and to determine students' language acquisition levels. Children receive a planned instructional program of English as a second language (ESL) instruction at their developmental and instructional level to facilitate the acquisition of English language skills. This instruction is provided by each school's certified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Learning Coach, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of EL students is assessed annually using state-specific instruments. Students who are exited from EL programming enter into a monitoring phase.

See the School-Specific Handbook Supplement for additional information.

7.4 Gifted Students*

Students may be identified as gifted during a student's initial placement process or after the student has been enrolled. Students are identified as gifted based on past performance and additional evidence as requested by the school's gifted program staff. Course placement and recommendation is completed through consultation with the Learning Coach.

Gifted students may be placed in special gifted math, science, and language arts courses in grades 3–8 and in Honors or Advanced Placement courses in high school. Students may also be assigned to above grade level courses or given accelerated course work. In some states, gifted students may also receive a Gifted IEP or other regulatory designation that may have specific requirements. See your School-Specific Handbook Supplement for additional information.

Note: Gifted Language Arts (grades 3-8) and Gifted Literature Study (for grades 3-5 as part of the English/Language Arts gifted program) use a shared inquiry model taught through LiveLesson sessions. Students in this program may be required to attend LiveLesson sessions at certain times and dates. Please check with your child's school for details before enrolling in this program.

8 NON-CURRICULAR ACTIVITIES

8.1 Clubs and Activities

The clubs and activities program offers students the opportunity to interact with other Connections Academy school students, regardless of geographic location.

Participation in clubs and/or activities is voluntary and does not impact a student's GPA. Please review the "Clubs & Activities and Talent Networks" section located on the Virtual Library for more information.

Eligibility

Not all students are eligible to register in the clubs and activities program as some states impose a maximum age in which individuals may enroll in a public school. Students must be enrolled at a Connections Academy school for thirty (30) days in order to be eligible to register

See the School-Specific Handbook Supplement for additional information.

with the clubs and activities program. There is no minimum GPA requirement, nor is there a limit to how many clubs and activities in which a student may enroll.

Students eighteen (18) years of age and older are not eligible to register in the clubs and activities program; however ~~if a~~ student~~s~~ turns eighteen (18) ~~~~after the school year commences, ~~he/she~~they may continue with their current clubs and activities until the end of the school year. Students eighteen (18) years of age and older who would like to register in the College Planning Club or Career Club should contact their school for further information.

The Connections Academy Code of Conduct applies to all clubs and activities and students who engage in prohibited or unacceptable behavior, such as bullying or harassment of other students, may be removed from the program.

Please review the "Clubs and Activities Rules Presentation" on the Virtual Library for further information on expectations and rules.

9 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES*

Connections Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by volunteers. Volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives.

Sanctioned Events vs. Non-sanctioned Events – Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Information Sharing – Volunteers gather and share information (i.e., school's community message board, Facebook group messages, invitations sent via WebMail message, or other communications channels) about events, activities, services, performances, and other opportunities that might benefit students and families. This information is strictly the personal opinion of the volunteer or other families, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is solely at the discretion of each individual Caretaker.

p. 51 of 118

See the School-Specific Handbook Supplement for additional information.

Caretaker Responsibility for Students at Events –The Caretakers assume ~~s~~ responsibility for ~~his/her~~their safety and the safety of ~~his/her~~their student(s). The Caretaker also agrees to supervise his/ her student(s) and any other minor children in ~~his/her~~their charge in attendance. The school assumes no liability for anyone who attends an event based on information included on the school's community message board. When school staff is present, they will be responsible, in conjunction with the Caretaker, for general supervision of students, and will prioritize student safety.

Special Arrangements – Volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the local Boys & Girls Club), as appropriate, to arrange opportunities for student participation and access to activities.

Sanctioned Events

Sanctioned events must have educational and/or social value and must be preapproved by the ~~school leader~~School Leader or designee. The volunteer will have all adults in attendance sign the Connections Academy Sanctioned Waiver, Release, and Event Permission Form at the official event. Caretakers should complete the Media Consent and Release Data View for each student who attends an event prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, that adult ~~he/she~~they must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming that the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Connections Academy Waiver, Release, and Event Permission Form as an agent of the Caretaker.

In most states, and in accordance with state or local policies, a sanctioned event may be considered part of the school day upon approval from the ~~school leader~~School Leader or ~~his/her~~their designee. **Please consult your School-Specific Handbook Supplement for more information.** After approval is granted, Caretakers may record the number of hours spent at the sanctioned event as attendance. It is not necessary for students to complete lessons on days when they attend sanctioned events, though families should plan ahead to ensure the student completes enough lessons in the day or days before and/or after the event to remain on track. Any school work scheduled on an "event" day must still be completed, though it does not have to be completed on the event day.

See the School-Specific Handbook Supplement for additional information.

Sanctioned events are posted on the school's message board as "sticky" threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require that Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event, and for the school to know who planned on attending in case the event must be cancelled due to weather, etc.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. Non-sanctioned events may be posted on the school's Message Board but not as "sticky" threads.

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, ~~employees~~staff members, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.

10 CONDUCT, DUE PROCESS, AND COMMUNICATION*

Connections Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity. Caretakers and/or Learning Coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with their school should immediately contact the school leadership or the Connections Academy main support line at 800-382-6010

p. 53 of 118

See the School-Specific Handbook Supplement for additional information.

to report any concerns. See also related Sections 9.2 and 9.5 of the School-Specific Handbook Supplement.

Caretakers and Learning Coaches, as well as students, are expected to abide by the Prohibited Behaviors policy in Section 9.2 of the School-Specific Handbook Supplement, and any other sections covering appropriate conduct and communication. Caretakers or Learning Coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to Connexus suspended or terminated at the discretion of the school leaderSchool Leader. Suspension or termination of Connexus access is the equivalent of being suspended or removed from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations; to visit school premises; contact any school staff; or attend field trips or other school activities, until the disciplinary issue has been resolved and their Connexus access is restored. All communications with the school must therefore be conducted through the student, or through another Caretaker or Learning Coach responsible for that student.

The suspension or termination of a Caretaker or Learning Coach's access to Connexus may or may not impact the student's ability to continue to remain enrolled in and learning at his/her school. The student's ability to continue will depend on the student's age, level of independence, and/or the availability of another Caretaker or Learning Coach for the student. will impact Connection's Academy's ability to partner with the Caretaker/Learning Coach to meet the student's learning needs. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing Connexus may appoint another adult as the student's Designated Learning Coach by completing the Designated Learning Coach Agreement form Prior to the termination of the account, the Learning Coach or Caretaker will be notified via WebMail message of the impending suspension or termination of an account, and will be given until the end of the next school day to complete the Designated Learning Coach Form, if needed.

The Caretaker whose Connexus access has been suspended or terminated may appeal this suspension to the school's Board, where applicable, in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website. If the school does not have a board, the Caretaker or

See the School-Specific Handbook Supplement for additional information.

Learning Coach should contact the Director of Schools in writing (see the School-Specific Handbook Supplement for grievance policy).

The school community includes but is not limited to teachers, administration, staff, Caretakers/Learning Coaches, students, volunteers, and school vendors.

10.1 Drug, Alcohol, and Tobacco-Free School

Connections Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any of the following by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy:

1. Alcoholic beverage(s)

2. Illegal, controlled, and/or dangerous substances and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts, and others

3. Drug paraphernalia

It shall also be a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

See the School-Specific Handbook Supplement for additional information.

If a Connections Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's Caretakers and local authorities will be notified. The student's Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. Caretakers will be required to make arrangements for immediately removing the student from the school event or activity in such event.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the ~~school leader~~School Leader depending on the nature of the violation. Any non-student member of the school community who attends a school event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's Caretaker and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with the School-Specific Handbook Supplement disciplinary policies. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

In all cases, this policy will be implemented in accordance with any applicable state laws. See your School-Specific Handbook Supplement for additional information.

See the School-Specific Handbook Supplement for additional information.

10.2 Bullying and other Prohibited Behaviors*

Please refer to your School-Specific Handbook Supplement for your school's policy.

10.3 Discipline and Due Process for Students*

Appropriate conduct is expected of all students at the school. Students are guaranteed due process of law as required by the 14th Amendment of the United States Constitution.

10.4 Academic Honesty*

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and the students' Caretaker(s) at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

In addition, students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation

- agreeing to, and referring to as needed, the Connections Academy Honor Code

- using tools provided in Connexus to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy .

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.

- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).

p. 57 of 118

- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment).

- Students must not give or receive unauthorized assistance on assessments.

- Learning Coaches must not give assistance on assessments.

- Students must not present any forged document or signature to the school.

- Learning Coaches must not present any forged document or signature to the school.

Completing School Assessments

When completing assessments on the computer or on paper, students and Learning Coaches should follow these simple guidelines to ensure that assessments are meaningful, worthwhile, and completed in accordance with the principles of academic honesty:

- Students should complete all assessments independently, and without assistance from their Learning Coach, any other persons, or any external resources. If any support is required of the Learning Coach, the assessment instructions will clearly indicate this.

- Assessments are "closed-book." They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student's Learning Coach or any other individuals. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.

- Skills Checks (in the lower grades) should be completed by the Learning Coach. These short assessments provide an opportunity for the Learning Coach to share with the teacher his/ her observations about the student's progress.

- It is never appropriate for students or Learning Coaches to share with anyone, in any format, the contents of any Connections Academy assessments.

10.5 Grievance Procedures for Caretakers*

Please see your School-Specific Handbook Supplement for your school Grievance policy.

10.6 Communication

10.6.1 Communication Systems

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because Connexus is a closed system, no communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student's information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers should go to their student's SIF (Student Information Form) – School Directory Data View to adjust their student's permissions at any time.

The following communications systems are described in detail in Connexus Help.

- School Directory

- WebMail messages

- Message Boards

- Virtual Library

- Teacher feedback on assessments

- Home Page Announcements

- LiveLesson Sessions

- Connexus "Feedback" link

- StarTrack Rating System

Note that the Directory includes names of students enrolled in other Connections Academy schools (in other states and locations), and therefore the student's information would be available in the Directory to students and Learning Coaches in other Connections Academy

See the School-Specific Handbook Supplement for additional information.

schools. Caretakers may restrict access to Directory Information during the enrollment process. See the Third Party Access to Student Information section, below, for more details.

In situations where a student, Caretaker, and/or Learning Coach is hearing impaired, that individual may request alternative/additional methods or tools for communicating with teachers and other Connections school staff outside of Connexus (e.g., text messaging).

Caretakers and/or Learning Coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools in order to ensure the communication method and/or tool is secure and appropriate. If the request is approved, the Connections Tech Support team will assist the Caretaker and/or Learning Coach with setting up the tool and confirm with the school. When so authorized, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the alternative/additional communication method(s) and/or tool(s) will not be considered a violation of the Connections Terms of Use policy.

Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool at any time if Connections deems that the tool(s) is being used inappropriately and/or not in accordance with the agreement between the Caretaker/Learning Coach and the school.

Learning Coaches, teachers, and students are advised that all messaging communication is archived and available for review by Connections at any time.

10.6.2 Communication Requirements

Both students and Learning Coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication—and whether the contact is more often with the student or the Learning Coach—vary among the grade levels and by school.

Student and Teacher Communication

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, WebMail messages, LiveLesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, LiveLesson session, or face-to-face) with a teacher every two weeks so the teacher is able to monitor academic progress and verify

See the School-Specific Handbook Supplement for additional information.

student learning. Note that some schools require additional contact; check your School-Specific Handbook Supplement for details.

10.7 Student Information Access

10.7.1 Collection and Release of Student Information by the School (FERPA)*

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents/legal guardians (referred to as "Caretakers" by Connections Academy) and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated minors (Eligible Students) certain rights regarding the student's educational records. These rights include the ability to review and correct educational records and the protection of a student's educational records and "personally identifiable information" from unauthorized disclosure. For complete FERPA information, see Appendix 2, FERPA Notification. See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the Caretaker and noncustodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a noncustodial parent's/guardian's FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian's greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment ("PPRA") (See Appendix 6, Protection of Pupil Rights Amendment Policy) and the Children's Online Privacy Protection Act of 1998 ("COPPA") (See Appendix 4, Privacy Policy), as well as state law in the state in which the student is enrolled.

10.7.2 Parental Access to Teacher Qualification Information*

Families have access to basic background information about the school's teachers. This information, found in Connexus through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos. Please reach out to your School Leader for additional information.

See the School-Specific Handbook Supplement for additional information.

10.7.3 Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, without the prior written consent of the Caretaker or Eligible Student. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Connections Academy as student name, state of residence, student telephone number, and student grade level) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does not wish to have Directory Information released to third parties, ~~he/she~~they may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services. For more information on exceptions to the prior written consent rule, see Appendix 2, FERPA Notification.

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school must obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.

- The party or agency to which the information will be released and their address.

- The signature of the requestor, and the date of the request.

For more detailed information on FERPA, please see Appendix 2, <u>FERPA Notification</u>.

10.7.4 School or Connections Use of Student Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Connections and/or the school may want to film, interview, and/or photograph students and their work (all collectively referred to as "Connections Media Property") to duplicate, broadcast, distribute, and/or display.

In order for Connections and/or the school to use Connections Media Property, proper consent must be obtained through the Media Consent and Release CA-Student Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach (or by the student, if the student is 18 years of age or older or an emancipated minor). Connections Media Property may be used for the purposes and time frame stated in the Data View.

If the Caretaker or student prefers not to have Connections Media Property used by Connections and/or the school for purposes other than the student's academic program, this should be indicated in the Media Consent and Release CA–Student Data View.

The election on the Media Consent and Release Data View can be changed at any time. From the Connexus Caretaker Home Page, select the student's 🛈 and go to the Media Consent and Release CA-Student Data View.

10.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings

To help illustrate the school program and to celebrate successes, Connections and/or the school may want to film, interview, and/or photograph a Learning Coach/Caretaker (all collectively referred to as "Depiction") to duplicate, broadcast, distribute, and/or display.

See the School-Specific Handbook Supplement for additional information.

In order for Connections and/or the school to use any Depiction, proper consent must be obtained through the Media Consent and Release CA- Learning Coach/CT Data View in Connexus. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

If the Caretaker/Learning Coach prefers not to have any Depiction used by Connections and/or the school, this should be indicated in the Media Consent and Release CA- Learning Coach/CT Data View.

The election on the Media Consent and Release Data View can be changed at any time. From the Caretaker Connexus home page, select the Learning Coach/Caretaker 🛈 and go to the Media Consent and Release CA- Learning Coach/CT Data View.

11 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

11.1 Use of School Educational Materials

The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a digital Packing List is contained in a Shipping Confirmation email to the Caretaker (in the box of curriculum materials) that lists all the items the student should have received. Families should check the contents of the curriculum box against the digital Packing List and call Connections Academy Support ServicesStudent Technical Support at 800-382-6010 within seven (7) school days of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the school year.

Note: The school may provide textbooks and/or materials which are in useable rather than new condition.

In addition to a packing list provided via a shipping confirmation emailthe Packing List, an online Materials List, customized to your student's courses, lists both the items included in the box and the additional materials you will be responsible for providing. To access the Materials List, select your student's name under My Household in Connexus. From the Tools area of the My Student page, select the Materials List link. Use the Materials List to see what materials are supplied to you and which materials you need to supply.

See the School-Specific Handbook Supplement for additional information.

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc. A Learning Coach may see this list by logging into Connexus and selecting their student's name. To the right under Tools there is a link to a Materials List that provides a list of materials for each course.

You may also need to be sure you have printer paper, a printer, and printer ink cartridges. Check your School-Specific Handbook Supplement to see exactly what supplies and equipment your school supplies as this varies from school to school.

Authorized Locations for School-Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school using the Location Transfer Request Form found in the Enrollment section of the Virtual Library. Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated contact information (physical address, phone numbers, email addresses,

etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus. Note that because Connections may need to ship materials to the student, a P.O. Box alone is not a sufficient mailing address; Caretakers must provide a physical address to which materials can be shipped.

Ownership of School-Provided Materials

All school educational materials remain the property of the school and/or the school's vendor partners. Further restrictions to the use of school educational materials are as follows:

- The resale or attempted resale of any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.

p. 65 of 118

See the School-Specific Handbook Supplement for additional information.

- Refusal to return any educational materials constitutes theft and may result in invoicing and/or legal action.

- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.

- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Connection Academy's Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including WebMail messages, computers, and other technology, remain the property of the school and/or the school's vendor partners. The school or its vendor partner (as the case may be) reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect educational materials and review any content or activity conducted on or through the use of school-provided educational materials, including WebMail, computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in ~~his/her~~their education program is strictly prohibited. Any violation of this policy may result in loss of the student's privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school, its vendor or law enforcement.

11.2 Returning School Educational Materials and Equipment

All school-provided non-consumable (identified as such on the ~~packing and~~ materials lists and/or as noted by the school or it's vendor partners) materials and equipment must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. Note: The ~~school leader~~School Leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has

See the School-Specific Handbook Supplement for additional information.

indicated intent to return for the following school year, Connections Academy may not require the family to return the school-provided computer equipment.

- The student is no longer enrolled in the school (for any reason).

- The student has an extended absence away from his/ her residence as defined in the Attendance section.

- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or a violation of the policies outlined in this Handbook.

- The student has completed the related courses and is being assigned to new courses requiring different materials.

- The school is upgrading or replacing the equipment.

- The student has had an approved placement change for a course.

- Equipment and/or materials were sent in error or do not match the packing list.

Note: If the student withdraws, since consumable materials may not be used yet, from the school after being enrolled in the school for less than 120 calendar days and/or has used less than 10 percent of the consumable materials, then all materials (both consumable and non-consumable) must be returned to the school, since consumable materials may not be used yet.

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone, by email, or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections Academy and provided with instructions. Families who arrange return shipping on their own prior to being contacted by Connections Academy will not be reimbursed for shipping costs.

Except in the case of repossession, Connections Academy is responsible for the cost of return shipping as long as the Caretaker follows the return instructions and coordinates the return with Connections Academy. The Caretaker is responsible for being at home during the required

See the School-Specific Handbook Supplement for additional information.

period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker may ~~will~~ be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](https://www.ups.com/dropoff?loc=en_US) (https://www.ups.com/dropoff?loc=en_US)

- [FedEx](http://www.fedex.com/locate/index.html?locale=en_US#start) (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the School-Specific Handbook Supplement.

Important: Any computer files that need to be kept by the family should be extracted and any family-owned peripheral devices ~~and/or CD/DVD materials~~ must be removed from computers before they are returned. Neither the school nor the school's vendor partners have any responsibility for returning any family-owned~~CD/DVD~~ devices or materials returned with~~in~~ the computer, nor to maintain or restore any files.

Connections Academy equipment is not available for purchase.

See the School-Specific Handbook Supplement for additional information.

Technology

A virtual school requires the use of technology to promote and support student learning. All school participants, including Caretakers, students, and staff, will use Connexus and the Internet to communicate and share information. In addition, the student, Caretaker and Learning Coach(es) must all be reachable by phone for required communications with teachers and other school staff.

The school's hardware and software requirements for accessing Connexus can be met by using the equipment provided by the school according to your school's specific agreement. If the school does not provide this equipment, families may use a personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Connections Academy specifications (see the Use of Personal Equipment section) and permits the student and/or Learning Coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Connections Academy may contact Technical Support if they have specific questions about the computer's software or hardware.

11.2.1 Use of Connexus

Regular use of Connexus is required in order to participate in the school. The school provides training on using Connexus, and users are required to complete this training. Anyone using Connexus must also comply with the Terms of Use Policy (Appendix 3). By using Connexus, users agree that they have read, understood, and will comply with these terms.

Connexus is generally available 24 hours a day, except for a regularly scheduled weekly maintenance window from 4:00–7:00 a.m. Eastern Time on Sunday. There may be other scheduled maintenance times when Connexus will not be available; these scheduled maintenance times will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period of time.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping his/ her user name and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure that students never obtain or use their Learning Coach's passwords. Everyone using Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the login page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Connexus should be sure they have completed all available trainings and accessed the help resources available from their home pages. If, after completing the training and accessing the help resources, Caretakers and/or students are still unable to resolve their problems, they should consult their teachers for questions relating to the educational program or contact ~~Support Services~~Student Technical Support for any technical questions.

11.2.2 Technology Provided by Connections Academy*

Please see the Technology section of your school's website or your School-Specific Handbook Supplement.

11.2.3 Use of Connections Academy Equipment and Installed Software

At some schools, households are provided with temporary use ~~(during administration of state assessments, etc.)~~ and possession of equipment and software provided by Connections Academy. All equipment and software provided to households shall at all times remain the property of Connections Academy.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Connections Academy matches the tracking email received~~Packing List~~. They must notify Connections Academy ~~Support Services~~Student Technical Support within seven (7) school days of receipt of

See the School-Specific Handbook Supplement for additional information.

equipment of any discrepancies between the tracking emailPacking List and what was actually received, or if any equipment does not arrive in good working condition.

Though Connections Academy may provide used equipment for student use, any equipment provided will be in good working condition and should function in accordance with the requirements of the school's educational program. Used equipment is supplied with only Connections Academy-authorized software installed. All computer hard drives are reimaged and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address to which the materials were shipped by Connections Academy. Any movement of materials to any other location within the state must be specifically authorized by Connections Academy, and stationary computer equipment (desktop computer and monitor) can never be taken out of the state. Laptops, where provided, may move temporarily with the student as long as the student has completed the Location Change Request Form, has been approved for the Location Change by the school leaderSchool Leader, and the student remains actively enrolled in the school. Please contact your school leaderSchool Leader to obtain a Location Transfer Request form if you expect to move (see section 3.5.7, Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Connexus.

Any equipment provided by Connections Academy is to be used only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other email program that is installed directly onto the computer ("unauthorized email") is not permitted.

The use of unauthorized email programs risks contaminating the Connections Academy computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using any unauthorized email programs risks permanently losing any email if the Connections Academy computer has to be restored, reimaged, or returned for repair. Connections Academy will not be responsible for loss of any such emails.

See the School-Specific Handbook Supplement for additional information.

Software

All software settings, default configurations, and administrative privileges will be maintained at the original settings unless a change is authorized by Technical Support.

Connections Academy equipment may contain software that permits remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections Academy, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

Each software application provided by Connections Academy must be used in accordance with the license and/or use agreement that accompanies that software application. Breaking a license agreement is an illegal act and is punishable by law. Under no circumstances can Caretakers or students redistribute any software provided to them by Connections Academy.

Modification of any equipment or software without Connections Academy's consent is strictly prohibited and may result in financial charges to the household for any required repairs.

The Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections Academy provide administrator rights over the system configuration. Users who tamper with the administrative account access will forfeit their rights to the assistance provided by ~~Support Services~~Student Technical Support and may be required to return all Connections Academy computer equipment.

Software installation may also be required when adding approved external hardware. Approved external hardware includes, but is not limited to, printers, keyboards, mice, and USB devices. When purchasing these external hardware devices, families may contact Technical Support representatives, who may assist with installation if staff resources are available. The maintenance of such additional devices is solely the responsibility of the purchaser. In no case may any hardware be installed that requires internal compartments of the computer ~~to~~ be opened or tampered with in any way.

Educational software not provided by Connections Academy may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Caretakers will be responsible for the costs of any repairs required as a result of unauthorized software installation.

p. 72 of 118

11.2.4 Use of Personal Equipment and Software*

Caretakers may use their own equipment and software as long as they meet the requirements detailed in this section. Connections Academy has no responsibility for providing any support for equipment or software that is not provided by Connections Academy.

If Caretakers do not have access to equipment and software necessary and the school does not provide it, their student(s) may be eligible to apply for a hardship scholarship.

Users can log into Connexus from different devices, such as a mobile phone, tablet, or desktop computer. Most devices are regularly tested to ensure accessibility and functionality.

For the best experience, Connections recommends that users update software and Internet browsers regularly on each device. The following browsers are recommended to access Connexus:

- Google Chrome

- Mozilla Firefox

- Internet Explorer 11 or newer

- Microsoft Edge

- Apple Safari (Mac only)

Headsets with microphones may be provided where two-way audio use is required by Connections Academy.

Many of the courses available in Connexus require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above; these requirements can be found in each course's Course Directions and Tips.

11.2.5 Use of the Internet*

Refer to your School-Specific Handbook Supplement for your school's internet policy.

See the School-Specific Handbook Supplement for additional information.

Internet Safety

All Connections Academy schools comply with the Children's Internet Protection Act (CIPA). Your school handbook supplement provides specific information regarding requirements and your school's obligations under CIPA.

Users should be aware that some material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors. In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which a student's Caretaker would be liable. Connections Academy believes that the benefits to Users from access to the internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical use.

To help all users understand acceptable and ethical use, Connections Academy offers an Internet Safety course, which all Connections staff members are required to take. Connections strongly recommends that all Caretakers and Learning Coaches also take this course, which is available in the To Do section of the Caretaker and Learning Coach's Home Page. Caretakers and Learning Coaches may also review all internet sites that their student(s) may visit in each course by selecting the "backpack" icon in each course. While Connections Academy has carefully screened these sites and believes they are appropriate for students, this tool makes it easy to review all links. Caretakers and/or Learning Coaches who are uncomfortable with any of the linked sites should contact their child's teacher to discuss alternatives.

Connections Academy also strongly recommends that Caretakers and Learning Coaches monitor their minor student's internet time. To that end, Connections Academy will support and respect each family's right to decide how to manage access. To assist Caretakers in ensuring safe and appropriate use of the internet, Connections Academy provides the following:

● An Internet Safety Course, which all Learning Coaches are urged to complete. A link to the course is provided on the Learning Coach Home Page at the beginning of the school year (or when the student first enrolls) and is always available to Learning Coaches through the Virtual Library.

See the School-Specific Handbook Supplement for additional information.

- All computers provided by Connections Academy are configured with default security settings for their internet browser. There are additional levels of security that can be added which will further help block offensive content. For more information please call Technical Support at 800-382-6010.
- All computers provided by Connections Academy have internet filtering software installed. This software can be activated (or deactivated, once activated) upon request. **If you wish to activate the filtering software, call Technical Support at 800-382 6010.** Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.

Internet Requirements

Use of the internet is a requirement for the Connections Academy program. Caretakers are responsible for arranging for broadband internet service to be available during the school year. Broadband internet service must meet minimum standards for speed, availability, and compatibility to meet Connexus requirements. These minimum standards include the following:

- Broadband internet service with a Minimum download speed of 12-25 Mbps as per the FCC Household Broadband Guide - https://www.fcc.gov/research-reports/guides/household-broadband-guide
- The use of a firewall that will permit access to Connexus

Internet Service Providers (ISPs)

Contact Support ServicesStudent Technical Support for any questions concerning the selection of ISPs. Connections Academy is not responsible for problems with or maintenance of internet service accounts. The ISP should be contacted directly for help with these issues.

Use of the internet may also result in the installation of malware if proper procedures are not followed. Caretakers may contact Support ServicesStudent Technical Support for assistance. with configuring a computer to limit malware, which can include pop-up ads, spyware, and other inappropriate material. (See Appendix 5 for additional information concerning malware.)

Internet Subsidy*

In some schools, Connections Academy provides payment of an internet subsidy, but there must be at least one (1) student enrolled in the school at the time of the payment. The internet

See the School-Specific Handbook Supplement for additional information.

subsidy will be paid according to a payment schedule determined by Connections Academy. If a student enrolls after the start of the school year, the internet subsidy will be prorated; however,

due to the high cost of processing small payments, no prorated payments will be made for amounts less than $5.00. Some students may be allowed a higher reimbursement for high-amounts speed service if it is required by their Individualized Education Plan (IEP) or if they are receiving additional remediation services that require high-speed service. The school will notify any Caretakers who are eligible for additional reimbursement.

The internet subsidy may be terminated by Connections Academy if the Caretaker(s) are in breach of the provisions of the Parent/Legal Guardian (Caretaker) Acknowledgment and/or the School Handbooks. As permitted by state law and/or regulation, if Connections Academy has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Connections Academy may withhold payment of the Internet subsidy until the invoice is fully satisfied, and/or may apply the Internet subsidy towards payment of the outstanding invoice.

11.2.6 Compliance with Connexus Terms of Use

Any use of Connexus, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Connexus Terms of Use, which is included in Appendix 3. Any violation of the Connexus Terms of Use while using Connections Academy computer equipment may result in warnings, usage restrictions, the loss of a computer or internet subsidy (where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the school and are subject to the guidelines of the Caretaker Due Process section of the School-Specific Handbook Supplement.

11.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software

As permitted by state law and/or regulation, Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided by Connections Academy while in their possession or the possession of students or Learning Coaches.

See the School-Specific Handbook Supplement for additional information.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation. The school will limit Caretaker liability to the cost of ~~for~~ repairs for the computer equipment. ~~first instance to a maximum of $250 plus the cost of shipping. The school will cover the portion of the cost over $250 for the first incident.~~

For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the Caretakers for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes but is not limited to damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to, vandalism or malicious destruction, opening the computer casing, installation/removal of internal hardware components, installation/removal of software without the school's permission, and/or manipulation of system BIOS settings. Caretakers may appeal a determination of damage as not being accidental by following the procedures in the Caretaker Grievance section.

Loss or Theft of Equipment

On the first occurrence, where there has been a loss or theft of Connections Academy equipment, Caretakers may be responsible for a maximum replacement charge of up to $400, plus the cost of shipping a replacement. Based on the instance and circumstances, ~~, provided that~~ the following information ~~is~~ may be requested from the Caretaker in instances of loss or theft of equipment ~~submitted to the school~~:

- a copy of a filed police report or insurance loss report; and

See the School-Specific Handbook Supplement for additional information.

800-382-6010 | ConnectionsEducation.com

- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the Caretaker indicating that they are not insured

If this documentation is not provided—or if there are any subsequent incidents of loss or theft—Caretakers may be responsible for the full replacement cost of any equipment and software.

Notice to School

Caretakers must notify Connections Academy (via WebMail message or by calling ~~Support Services~~Student Technical Support) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the loss or occurrence of the damage. Caretakers must contact Student Technical Support for any and all repairs and must follow all instructions for repair as directed by the Student Technical Support representatives. Caretakers must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a Student Technical Support representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third party involvement, the school may void the damage limitation it offers for accidents and may invoice the Caretakers for the full cost of repair or replacement.

Payment of School Invoices

In the event Caretakers are invoiced for any repair by the school or Connections Academy, payment will be due within five (5) days from the date of receipt of an invoice from Connections Academy. All outstanding invoices must be paid before additional repair services or a replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of the School-Specific Handbook Supplement.

11.2.8 Contacting ~~Support Services~~Student Technical Support

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@connexus.com, or by using the WebMail message feature in Connexus and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

See the School-Specific Handbook Supplement for additional information.

The ~~Support~~ Student Technical Support ~~Services T~~team is available during the school's calendar year from 9:00 a.m. – 9:00 p.m. Eastern Time, Monday through Friday. Voicemail messages can be left for Student Technical Support~~Support Services~~ at any time.

The Student Technical Support ~~Services T~~team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the materials list~~Packing List~~.

- A user cannot log in to Connexus.

- Equipment, software, or materials supplied by Connections Academy do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Connexus first).

- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.

- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting Student Technical Support ~~Services~~ via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Student Technical Support ~~Services~~ representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretaker and student name

- Phone number (including extension), email address, and state or school

- Brief description of the problem (If contacting Support Services via email, include this information in the email subject line.)

- IssueAware tracking ticket number if the issue is a continuation of an existing request (If contacting Student Technical Support ~~Services~~ via email, include this information in the email subject line, in the voicemail message, or to the Student Technical Support ~~Services~~ representative.)

See the School-Specific Handbook Supplement for additional information.

- Level of severity

- Detailed description of the problem, including any steps required to reproduce the problem

The Student Technical Support Services representatives' response times depend on the severity of the issue. Student Technical Support Services strives to respond to all issues within 24 hours, though the response could be that more time is needed, depending on the complexity of the issue identified.

Connections Academy Honor Code (Grades PreK-5)

Connections Academy's mission is to help each student maximize his or her academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff. Students who are academically dishonest don't learn what they need to succeed and achieve their goals. We therefore require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

- read, (or have read to me, if needed), the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
- value learning,
- be honest,
- never copy someone else's work,
- never give my work or answers to others,
- never look up the answer to an assessment (i.e. test or quiz) online or in a book,
- never receive help on assessments (i.e. test or quiz), including from my friends/peers, Learning Coach, or any others,
- follow all Connections Student Conduct guidelines for use of the Internet and Connections' equipment and materials provided to me,
- accept the consequences, including disciplinary action, of breaking this Honor Code. (More information on Discipline and Due Process can be found in the *Handbook Supplement*),
- never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

p. 81 of 118

See the School-Specific Handbook Supplement for additional information.

For the ~~2019~~2020–~~2020~~2021 School Year, by checking this box, as a **student**:

☐ I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the ~~2019~~2020-~~2020~~2021 School Year, by checking this box, as a **Caretaker/Learning Coach**:

☐ I confirm that I have read, understand, and agree to abide by the above Honor Code.

See the School-Specific Handbook Supplement for additional information.

Connections Academy Honor Code (Grades 6-12)

Connections Academy's mission is to help each student maximize his or her academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff. Students who are academically dishonest don't learn what they need to succeed and achieve their goals. We therefore require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, we also require Caretakers to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

- read (or have read to me, if needed) and understand the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
- value learning above my grades or scores,
- always value and exhibit honesty,
- be well-informed about plagiarism and cheating, and not use "lack of knowledge" about either as a reason for engaging in plagiarism or cheating,
- never give my work or answers to assessments (tests, quizzes, etc.) to other students to submit as their own,
- never plagiarize written, oral, or creative work, and never copy (plagiarize) others' work or submit work of any kind that is not my own,
- never post assessment answers on the Internet or in other public places or otherwise share assessment answers,
- never search for and use assessment answers on the Internet or in other public places, including using translation services for language courses,
- never give or receive unauthorized assistance on assessments, including from my friends/peers, Learning Coach, or any others,
- understand that all assessments are "closed-book" meaning I need to take assessments based on the knowledge in my head, and not use any other sources,
- adhere to all Connections Student Conduct guidelines for proper use of the Internet and Connections' equipment and materials provided to me,

p. 83 of 118

See the School-Specific Handbook Supplement for additional information.

- accept the consequences, including disciplinary action, of breaking this Honor Code, (More information on Discipline and Due Process can be found in the *Handbook Supplement*),
- never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

For the 2019 2020–2020 2021 School Year, by checking this box, as a **student**:

☐   I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the 2019 2020-2020 2021 School Year, by checking this box, as a **Caretaker/Learning Coach**:

☐   I confirm that I have read, understand, and agree to abide by the above Honor Code.

See the School-Specific Handbook Supplement for additional information.

APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

Last Reviewed **and** *Updated:* ~~January 24, 2018~~November 25, 2019

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA (OBL), its managed schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

Overview

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. section 1232g; CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records. Unless ~~a~~ the ~~s~~School is provided with evidence that there is a court order or state law that specifically provides to the contrary, both custodial and noncustodial parents have the right to:

1. Access and inspect their ~~children's~~ student's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "Eligible Student", at which point FERPA rights transfer from the parent to the student.

*See the School-Specific Handbook Supplement for additional information.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Right to Inspect and Amend Educational Records

Under FERPA, the School must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review his or her student's education records within 45 days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records.

Parents, legal guardians, and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student's education records; (2) a copy of all or part of the student's education record; and (3) a list of the types and locations of the student's education records collected, maintained, or utilized by the School.

A written request identifying the records to be inspected must be provided to the School. The school official will arrange for access and will notify the parent or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs.

A parent, legal guardian or Eligible Student has the right to request an amendment to an education record but must do so in writing. The request must clearly identify the part of the record in question, and specify why it is inaccurate or misleading for submission to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student then has the right to request and receive a records hearing review. The request must be made in writing. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary ruling, or placement determinations. Thus, while FERPA affords parent the right to seek to amend education records which contain inaccurate information, this right cannot be

See the School-Specific Handbook Supplement for additional information.

used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent, legal guardian or Eligible Student's request for amendment of education records, the school is not required under FERPA to hold a hearing in the matter.

Disclosure without Consent

Parents, legal guardians or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent. The school may release education records to/for:

- School officials with legitimate educational interests. School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or school Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the school, such as an attorney, auditor, consultant, etc.; or a parent, student or volunteer serving in an official school capacity. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.
- Other schools when a student graduates or transfers. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Upon receipt of the request, the school will make reasonable attempts to notify the parent or the Eligible Student of the request and the date the records were forwarded.

- Accrediting institutions.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of a health or safety emergency.
- State and local authorities within a juvenile system pursuant to applicable state law.
- Parents if an Eligible Student is a dependent for IRS tax purposes.
- Appropriate parties in connection with financial aid.

See the School-Specific Handbook Supplement for additional information.

Directory Information

FERPA permits the School to designate certain information contained in student educational records as Directory Information. Directory Information is generally defined as information not considered harmful or an invasion of privacy if released.

FERPA permits a School to disclose Directory Information for any purpose to third parties, unless the parent/legal guardian or Eligible Student has exercised the right to opt–out of the release of their Directory Information. A parent/legal guardian or Eligible Student may opt-out of having ~~his/her~~their Directory Information released by completing the Authorization to Withhold Directory Information Form found in the Permissions Manager section of the Student Information Form (SIF). If refusal is requested, the Directory Information will not be disclosed except with the consent of the parent, legal guardian, or Eligible Student or as otherwise allowed by FERPA. This is an annual election which occurs during the enrollment or returning student process.

The following information regarding students is considered Directory Information by Connections Education LLC ~~and its affiliated schools~~:

- student name
- student city of residency
- student webmail address
- student telephone number
- student grade level

Parents, legal guardians and Eligible Students should consult their student handbook for specific information related to their school's defined Directory Information.

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

See the School-Specific Handbook Supplement for additional information.

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the dDisclosure without cConsent list or not categorized as Directory Information.

Custody, Dependency and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency, their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents/legal guardians or Eligible Students who have concerns or questions should e-mailcelegalprivacy@pearson.com privacy@connectionseducation.com. Additionally, parents/legal guardians or Eligible Students may file a complaint with the Department:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-5901

Phone: 202-260-3887

APPENDIX 3 – CONNEXUS TERMS OF USE

These Terms of Use may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Last Reviewed and Updated: ~~January 24, 2018~~December 23, 2019

Applicable To All Users

Acceptance of Terms

By using this Education Management System ("Connexus"), you (hereinafter referred to as the "User" or "Users") agree to all terms, conditions, and notices contained or referenced in these Terms of Use ("Terms"). These Terms apply to your use of Connexus and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Online & Blended Learning K-12 USA ("Connections") and included in, or available through, Connexus, ("Connections Content") as well as any content owned or licensed by a third party content provider that is included in, or available through Connexus with that third party's permission ("Third Party Content") (Connections Content and Third Party Content collectively, "the Content"). If the User is a minor, ~~he/she~~they shall be the responsibility of ~~his/her~~their parent/guardian, who shall ensure that the User adheres to the Terms.

Any Third Party Content uploaded or otherwise made available by a Third Party is and remains the sole property of the Third Party or the Third Party licensors. By uploading or otherwise making available any Third Party Content, you automatically grant and/or warrant that the owner has granted Connections, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the Third Party Content through the channel into which you have uploaded or authorized Connections to upload the Third Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the Third Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and the Third Party, Third Party Content may be removed, obscured, altered or modified by the Third Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

p. 91 of 118

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus login page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the login page of Connexus.

Permitted Use

Connexus is to be used for the purpose of accessing the education program licensed by or for the benefit of the User(s). Connections grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User's own personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Connections, (2) use Connexus in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of Connexus, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus.

Any use of Connexus for the following purposes is strictly prohibited. By using Connexus, you agree that you will NOT:

- send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors

- impersonate any person or entity (through the use of their password or other means), including any ~~employee~~ staff member or representative of Connections

- copy or distribute content included in Connexus (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner's permission

p. 92 of 118

See the School-Specific Handbook Supplement for additional information.

- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications

- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)

- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property

- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent

- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language

- display racist, prejudiced, or discriminatory messages or pictures

- violate any state or federal law

- reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent

- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Connexus (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission

- trespass in another's folders, work, or files

- promote commercial activities except as agreed to in writing by Connections

- advertise products or services or engage in political lobbying

See the School-Specific Handbook Supplement for additional information.

- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail

- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to Section 219 of the Immigration and Nationality Act

Each User will have a user name and password (the "Login Information") for the purpose of accessing Connexus and the Content. Users must keep all Login Information strictly confidential, and all Login Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Login Information and for preventing access to Connexus and/or the Content by unauthorized persons using a User's Login Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain ~~employees~~staff members of Connections will be permitted to "log in as" someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain information available in Connexus is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Connexus in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third party intellectual property may result in one or more of the following: termination of access to Connexus, school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

Content is owned or controlled by Connections or the third party credited as the provider of the Content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Connections. If you have any copyright concerns about any materials posted on Connexus by others, please let us know. We comply with the provisions of the Digital Millennium Copyright Act applicable to Internet service providers (17 U.S.C. 512). Unless otherwise stated in any specific DMCA designation provided by Connections, please provide us with written notice ("Notice") by contacting our Designated Agent at ~~celegalprivacy@pearson.com~~ privacy@connectionseducation.com.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;

- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;

- Identification of the allegedly infringing material on Connexus ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus;

- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Connexus are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);

- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and

See the School-Specific Handbook Supplement for additional information.

- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

Connexus contains trademarks and service marks of Connections and of third parties. These marks may only be used in accordance with Connections' Trademark Usage Guidelines within the Website Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks outside of the Trademark Usage Guidelines, contact~~celegalprivacy@pearson.com~~ privacy@connectionseducation.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

Connexus may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third party linked sites. Connections makes no representation, warranties, or other commitments whatsoever about any third party websites or third party resources that may be referenced, accessible from, or linked to Connexus. A link to a website does not mean that Connections endorses the content, the website owner or use of such website. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Connexus. Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of Connexus is also subject to the Privacy Policy, which is part of these Terms.

See the School-Specific Handbook Supplement for additional information.

Mobile Terms and Conditions

By opting in to receive text message alerts from Connections Academy, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. Such calls or texts may be placed using automatic dialing equipment. Message and data rates may apply. Please see our Privacy Policy for additional information.

You may opt in to these messages by sending **JOIN** to **88180**. You may opt out of these messages at any time by replying **STOP** to any message.

Reply **HELP** to any message to receive further assistance on an inquiry. Call 1-800-382-6010 or visit www.connectionsacademy.com/about/contact-us to reach our Customer Care team.

All supported carriers are listed below:
AT&T, Sprint/Boost/Virgin, T-Mobile/MetroPCS, Verizon Wireless, C Spire Wireless, Carolina West Wireless (CWW), CellCom USA, Google Voice, U.S. Cellular, ACS/Alaska, Advantage Cellular (DTC Wireless), Aio Wireless/Cricket, Appalachian Wireless, Atlantic Tele-Network International (ATN), Bandwidth, Bluegrass Cellular, Buffalo Wireless, CableVision, Cellular Network Partnership (PIONEER), Cellular One of East Central Illinois, Chariton Valley Cellular, Chat Mobility USA, ClearTalk(Flat Wireless), Copper Valley, Coral Wireless (Mobi PCS), Cross Telephone Company (MBO Wireless), Duet IP (Maximum Communications New Core Wireless), Element Mobile (Flat Wireless), Epic Touch (Elkhart Telephone), GCI Communications Corp, Golden State Cellular, i Wireless (IOWA Wireless), Illinois Valley Cellular (IV Cellular), Immix(Keystone Wireless), Inland Cellular Telephone Company, Leaco, Mosaic (Consolidated or CTC Telecom), MTA Communications, MTPCS (Cellular One Nation), Nex-Tech Wireless, Northwest Missourri Cellular Limited, Panhandle Telecommunications Systems(PTCI), Peoples Wireless, Pine Belt Wireless, Pine Cellular, Revol Wireless USA, RINA, Sagebrush Cellular (Nemont), SI Wireless/Mobile Nation, SouthernLinc, SRT Wireless, Texas RSA 3 Ltd(Plateau Wireless), Thumb Cellular, Union Telephone Company(Union Wireless), United Wireless, Viaero Wireless, West Central Wireless (5 Star Wireless)

T-Mobile is not liable for delayed or undelivered messages.

p. 97 of 118

Export Control

Connections controls and operates Connexus from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use Connexus from other locations, you are responsible for compliance with applicable state and federal laws, including, but not limited to, export and import control laws and regulations of the United States.

No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Connexus, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list.

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in Connexus, subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Connexus. However, materials available through Connexus are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.

- The User acknowledges that Connections is not liable for the conduct of any party using Connexus or for any defamatory, offensive, infringing, or illegal materials contained on Connexus or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus at its sole discretion and without liability of any kind.

Disclaimer of Warranty

Use of Connexus or any communication service is at the user's sole risk. All materials, information, products, software, programs, and services are provided "as is," with no warranties or guarantees whatsoever.

See the School-Specific Handbook Supplement for additional information.

Connections expressly disclaims to the fullest extent permitted by law all express, implied, statutory, and other warranties, guarantees, or representations, including, without limitation, the warranties of merchantability, fitness for a particular purpose, and non-infringement of proprietary and intellectual property rights. Without limitation, connections makes no warranties or guarantees that Connexus will be uninterrupted, timely, secure, or error-free. The user understands and agrees that if the user downloads or otherwise obtains materials, information, products, software, programs, or services, the user does so at the user's own discretion and risk and that user will be solely responsible for any damages that may result, including loss of data or damage to the user's computer system. Some jurisdictions do not allow the exclusion of warranties, so the above exclusions may not apply to the user.

Limitation of Liability

Under no circumstances will connections be liable for any direct, indirect, punitive, incidental, special, or consequential damages that result from the use of or inability to use Connexus or any communication service. This limitation applies whether the alleged liability is based on contract, tort, negligence, strict liability, or any other basis, even if connections has been advised of the possibility of such damage. Because some jurisdictions do not allow the exclusion or limitation of incidental or consequential damages, connections' liability in such jurisdictions shall be limited to the extent permitted by law.

Release

The user hereby releases and forever discharges connections, its affiliates, ~~employees~~staff, contractors, officers and directors, agents, successors, and assigns ("released parties"), from all actions, causes of action, injuries, claims, damages, costs, or expenses of any kind growing out of or related to the user or user's minor child(ren)'s use of Connexus or any communication service. The user understands that this is a full and complete release to the maximum extent allowed by law of all claims and damages to which you or your minor child(ren) may have as a result of his or her use of Connexus regardless of the specific cause thereof.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, ~~employees~~staff, contractors, officers, directors, third-party content

See the School-Specific Handbook Supplement for additional information.

providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Connexus, Content, or any Communication Services.

Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Connexus shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Connexus shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of Connexus. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of Connexus and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Connexus (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Connexus, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Connexus. Further, you agree that all

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terminations for cause shall be made in Connection's sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Connexus.

Additional Terms Applicable to the Connections Community of Schools

WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms. WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

Connections also operates academic Message Boards located within Connexus to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections. Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below).

In addition to the WebMail system and the Message Boards, Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages

and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability with regard to the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Connections has no obligation to do so, Connections reserves the right (i) to monitor anything posted to a Message Board or other Communication Services or anything sent via Connections WebMail, and (ii) to remove anything which Connections considers offensive or otherwise in breach of these Terms or for any other reason as Connections deems necessary in its sole and absolute discretion. Connections also reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Connexus. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party.

Users may also have the opportunity to participate in a LiveLesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson session. Any information that a User submits or is captured in a LiveLesson session may be disclosed

and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children.

LiveLesson sessions may be recorded and used for instructional and demonstrative purposes. The User, for himself or the User's minor child, hereby agrees to the recording of LiveLesson sessions in which the User participates. To the extent a User does not wish to participate in a recorded LiveLesson, recorded sessions are available to the User to view on demand.

See the School-Specific Handbook Supplement for additional information.

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APPENDIX 4 – PRIVACY POLICY

This Privacy Policy may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.

Last updated: ~~January 24, 2018~~ January 1, 2020

Connections Education LLC, dba Pearson Online & Blended Learning K-12 USA, and its affiliates (collectively, "Connections"), a part of the Pearson global learning company, ~~Pearson,~~ respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our ~~E~~education ~~M~~management ~~S~~systems, ~~Connexus or (~~collectively, the "Websites"), or ~~contact us by phone or other means~~ communicate with us.

This Privacy Policy applies to the Websites where this Privacy Policy is posted and to information we gather from you over the phone, via conventional mail or in person. Connections reserves the right to change this Privacy Policy at any time. ~~If we make any material changes to this policy, we will post any revised~~Changes to this policy will be posted ~~Privacy Policy~~ on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy.

By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.

~~Information We Collect~~
~~We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.~~

~~Non-U.S. Users~~International Users

See the School-Specific Handbook Supplement for additional information.

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information that you provide ~~to us~~ is being provided to us in the United States and will be hosted on United States based servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections or a Connections affiliated school. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

Non-Personally Identifiable Information

Each time you visit a Website, information is automatically gathered such as your IP address, domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline cookies, you may not be able to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

We may use third party cookies as part of remarketing activities we conduct with Google and/or other third party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third party cookies may record your visits to our Websites and web sites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. You may choose to be exempt from the use of Google remarketing cookies at the Google advertising privacy page. Alternatively, you may opt out of remarketing on the Google network and similar networks at the Network Advertising Initiative opt out page. Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

See the School-Specific Handbook Supplement for additional information.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

What Personally Identifiable Information Do we Collect?

We ~~may~~ collect personally identifiable information you provide voluntarily when requesting information, catalogs, ~~enrollment,~~ or other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect credit card information from you.

Should you decide to enroll your child in one of our programs or managed schools, we collect information from you during the application and enrollment process such as a birth certificate, certain health records and proof of residency.

We may collect personal information at other times, such as when you contact our technical support, send us an email, complete a user survey, or otherwise communicate with Connections.

We may also collect information about you or your student from external sources with your consent or as allowed under the law. For example, we may collect information from a school your child previously attended for academic placement purposes.

How Do We Use Personally Identifiable Information?

Connections uses personally identifiable information ~~voluntarily supplied by you~~ to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested.

For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in Connexus. Enrollment information that is collected in this manner may be provided to school districts or other third parties as required by state law, federal law, and/or school operating procedures.

See the School-Specific Handbook Supplement for additional information.

Connections may also use personally identifiable information to communicate special messaging, new services, or upcoming events, to provide educational services to students and to otherwise support students, parents, legal guardians, and staff and/or your school with regard to matters such as academic progress, testing, attendance, customer service, or to share information with you related to legislative or regulatory initiatives that could potentially benefit or threaten virtual education in your state, to invite you to share your experience with virtual education, or in the event of an emergency. By providing your mobile number you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

We may share personally identifiable information within our affiliated companies and certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted by law.

Connexus contain personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform the tasks for which they have been engaged. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law. Additionally, Connexus and contain "student educational records" that will be protected by Connections in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws, and we will only retain and disclose educational records or provide access to them in compliance with applicable law.

Opting Out of Communications

See the School-Specific Handbook Supplement for additional information.

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If you do not want to receive information unrelated to your enrollment in ~~the~~ a school via email from Connections, you can email us at unsubscribe@connectionseducation.com ~~to be excluded from receiving emails from Connections~~.

If you have provided your mobile number you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

If you do not want to receive any further information from Connections you can also call us at 877-~~550-1115~~267-0777 and ask to be removed from all of Connections' contact lists.

If you have opted to receive text message alerts, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. You may opt out of these messages at any time by replying STOP to any text or SMS message.

~~In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.~~

How Do We Share Personally Identifiable Information?

We may share personally identifiable information with certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf to help us identify families who may benefit from the services and education offerings Connections or its affiliates provide. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted b~~y~~ by law.

In the event that all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use; to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our ~~employees~~staff, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not otherwise share or disclose the names of users or any other personally identifying information with third parties, except with your prior approval and in compliance with federal and state law.

Cookies and Other Third Party Marketing Technologies
What Are Cookies?

Each time you visit a Website, information is automatically gathered such as your IP address domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing activities and for trend analysis. As with most websites, we may use "cookies" for marketing purposes, to track usage of our Website, and to improve your experience of our Websites.

A cookie is a text file that is placed on your hard disk by a Web page server. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline certain essential cookies, you may compromise the ability to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

Third Party Cookies

p. 109 of 118

See the School-Specific Handbook Supplement for additional information.

We may use third-party cookies as part of marketing activities we conduct with Google and/or other third- party vendors, to help provide you with relevant messaging as you use the Internet. As part of these remarketing activities, these third-party cookies may record your visits to our Websites and websites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites.

Managing and Blocking Cookies

Through browser settings, you can manage or block the use of cookies. In addition, you can use opt-out tools for ad networks and firms who participate in the Network Advertising Initiative at http://optout.networkadvertising.org/ or the Digital Advertising Alliance at http://optout.aboutads.info/.

To effectively manage cookies via browser settings or through these ad industry opt-out tools, you must opt-out and set cookie preferences on all browsers and all devices that you use. If you clear cache or cookies, be sure to reset your preferences.

Please note that blocking or disabling some cookies may prevent or impair functionality and use this site.

Here's some additional information about viewing and changing your browser settings to manage or block cookies:

Google Chrome
Click on the spanner icon (top menu in browser) and select 'Settings'
Click the 'Under the Bonnet' tab on the left, then select the 'Content settings' button
Under the cookies section, choose the option that best suits your needs.

Microsoft Internet Explorer
Click on 'Tools' (top menu in browser) and select 'Internet options'
Click on the 'Privacy' tab
Move the privacy slider to the level of privacy you require. Settings above Medium will disable cookies.

See the School-Specific Handbook Supplement for additional information.

Mozilla Firefox

Click on 'Tools' (top menu in browser) and select 'Options'

Select the Privacy icon

In the history section choose 'Use custom settings for history' from the dropdown menu

Cookies can be enabled or disabled by clicking on the appropriate check boxes.

Safari

Click on the Cog icon (top menu in browser) and select 'Preferences'

Click on Privacy tab and choose the option that best suits your needs.

Opera

Click on the 'Tools' at the top of your browser window and select 'Preferences'

Select the 'Advanced' tab and choose Cookies from the list on the left

Choose the option that best suits your needs.

Safari on OSX

Click on 'Safari' at the top of your browser window and select 'Preferences'

Click on the 'Privacy' tab

Adjust the level of cookie acceptance here.

Firefox

Click on 'Firefox' at the top of your browser window and select 'Preferences'

Select the Privacy icon

In the history section choose 'Use custom settings for history' from the dropdown menu

Cookies can be enabled or disabled by clicking on the appropriate checkboxes.

Opt-Out of Remarketing

You may choose to be exempt from the use of Google remarketing cookies at the Google advertising privacy page.

Alternatively, you may opt-out of remarketing on the Google network and similar networks at the Network Advertising Initiative opt out page. Opting out will not prevent advertisements from being served to you on the Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

See the School-Specific Handbook Supplement for additional information.

Third Party Websites

The Websites may contain links to third-party websites for academic and curriculum support that are not under the control or supervision of Connections. Connections is not responsible for the tracking activities of such third-party websites.

The Websites may also contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information and data privacy practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

How We Use Non-Personally Identifiable Information

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that to the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is so combined.

Student Data Privacy

Connection is an education management company that provides various management services and curriculum content ("**Services**") to our customers, including public schools, special programs, school districts and charter organizations (collectively referred to as "**Schools**") that wish to provide students and their families with an exceptional virtual school option. Connections also offers a private pay schooling option to families through our International Connections Academy ("iNaCA").

*See the School-Specific Handbook Supplement for additional information.

Connections uses industry best practices to protect the privacy of all of our students and families. When our Services are used as part of a School's educational mission or a family enrolls their student in iNaCA, the personal information related to the student users ("**School Users**") that is (i) provided to Connections by a parent, student or School, or (ii) collected by Connections during the provision of our services to a student or School, may include information defined as "educational records" by the Family Educational Rights and Privacy Act ("**FERPA**") or other information protected by similar student data privacy laws. We call this information "**Student Records**."

FERPA Privacy Rights

FERPA provides students with privacy rights and protection for educational personally identifiable information collected and processed on behalf of educational institutions receiving government funding from the U.S. Department of Education. FERPA provides students with rights to obtain from these educational institutions access to their educational records, as well as correction and amendment of their educational records. For more information on FERPA, students and families should refer to the FERPA policy in their respective student handbook.

Please note, only personal information directly relating to the educational interest of a student which is (1) created by a School User, and (2) created by a School (for example, when a School creates the user name, login and password to establish School User accounts), are designated as Student Records.

Our Commitment:

Our collection and use of Student Records is governed by our contracts with the Schools, by our Privacy Policy, and by applicable privacy laws. For example, we work with Schools to help protect personal information from the Student's educational record, as required by FERPA, and to protect the personal information of students under 13 consistent with the Children's Online Privacy Protection Act ("COPPA").

See the School-Specific Handbook Supplement for additional information.

- We collect, maintain, use and share Student Records only for an authorized educational use and as described in our Privacy Policy, or as directed by the School, the School User and/or the student's parent or legal guardian.
- We do not disclose Student Records for targeted advertising purposes. We do use certain marketing technologies for the purpose of retargeting, analytics and attribution activities.
- We do not build a personal profile of a School User other than in furtherance of an educational purpose or as authorized by a Caretaker.
- We maintain a comprehensive data security program designed to protect the types of Student Records we maintain.
- We will never sell Student Records.

How We Share and Disclose Student Records

Depending on the features and account controls applicable to the School User accounts, we may share usernames and account information with other users on the Website, such as teachers, learning coaches, or school administrators. For example, student attendance may be shared with school administrators and learning coaches.

In the Connections proprietary education management system, access to student information and data is controlled by a central team of administrators, trained in FERPA and data privacy, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will be permitted to access student data that is permissioned using roles and locations. Data points and reports will be assigned to roles, including vendors with whom Connections has contracted to provide a service. Access to reports and all student data will be controlled by these roles. Only users in a location with the correct roles will meet the requirements to access the data.

The education management system contains personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform the tasks for which they have been engaged or contracted. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law.

See the School-Specific Handbook Supplement for additional information.

Message Boards/Discussion Threads

We may offer message boards, or discussion threads through Connexus or other education management platform. We may also offer LiveLesson sessions; the Connections virtual classroom environment. Please remember that anyone may read your postings on a message board or discussion thread, or view LiveLesson session content. Furthermore, any information that you submit to a message board, or discussion thread, or comments (verbal or in chat pod) included in a LiveLesson session, will then be disclosed and available to all users of that message board, discussion thread or LiveLesson session and is therefore no longer private or protected. We do not guarantee the security of such information that you disclose or communicate online in public areas such as message boards, discussion threads and in LiveLesson sessions. Therefore, all postings or discussions threads made by you are with which you participate are at your own risk.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA) as well as state-specific laws that provide privacy protections for K-12 students.

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian or information provided by the child as part of that child's participation in a course or courses as part of that child's K - 12 education program. By enrolling a child in such course or courses, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 13. If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at celegalprivacy@pearson.com privacy@connectionseducation.com.

p. 115 of 118

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to~~celegalprivacy@pearson.com~~ privacy@connectionseducation.com. Please note that if you make a request to prohibit personally identifiable information being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections, your child may no longer continue to be enrolled in Connections and this may terminate ~~his/her~~their participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC~~/POBL~~

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

Email: ~~celegalprivacy@pearson.com~~ privacy@connectionseducation.com

Security

Safeguards

Connections ~~takes~~ makes commercially reasonable ~~steps~~ efforts to safeguard the personally identifiable information ~~you provide~~we collect and store. We do this, in part, by implementing account verification procedures and password protection features. As effective as our safeguards are, no security system is completely impenetrable, ~~so~~ therefore we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

All data accessed via the EMS will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption.

Breach

See the School-Specific Handbook Supplement for additional information.

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In the event that any information under our control is compromised as a result of a breach of the security of our systems or inadvertent release of information, we will take reasonable steps to investigate the situation and provide notice of the security incident in accordance with applicable laws and regulations.

Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

California Privacy ~~Policy~~Policies

If you are a California resident, please read the Supplemental Privacy Statement for California Residents in conjunction with this Privacy Policy. The Supplemental Privacy Statement for California Residents explains Connections commitment to comply with California law and applies to personal information of California residents collected in connection with this site and the services referenced on this site.

California's "Shine the Light" Law

California residents have the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may send an email to celegalprivacy@pearson.com privacy@connectionseducation.com with "Request for California Privacy" in the subject line write to Connections Education LLC 10960 Grantchester Way, Columbia, MD 21044 Attn: Legal.

California Do Not Track Disclosures

See the School-Specific Handbook Supplement for additional information.

1. **Online Tracking and Advertising**

We and certain service providers operating on our behalf collect information about your activity on our websites and applications using tracking technologies such as cookies, Flash cookies and Web beacons. Definitions for these tracking technologies, as well as information regarding how to disable them, are available below. This tracking data is used for many purposes including, for example, to:

- Provide useful features to simplify your experience when you return to our sites and applications
- Deliver relevant content based on your preferences, usage patterns and location
- Monitor and evaluate the use and operation of our sites and applications, including technical information about the device or browser you use to access our sites such as your device's IP address, cookie string data and (in the case of mobile devices) your device type and mobile device's unique identifier such as the Apple IDFA or Android Advertising ID
- Analyze traffic on our websites, including your browsing activity on our sites, which pages you visited and when
- Track the online ads we have served (or attempted to serve) to you, including how many times an ad has been served to you, what page the ad appeared on, and whether you clicked on or otherwise interacted with the ad

Tracking data collected by us and our service providers generally does not identify you personally and is not associated with your registration account. Should we associate this tracking data with your registration account, we will treat it as personal information.

2. **Online Tracking Technologies**

Examples of online tracking technologies include:

See the School-Specific Handbook Supplement for additional information.

- Cookies. Cookies are pieces of information that a website places on the hard drive of your computer when you visit the website. Cookies may involve the transmission of information from us to you and from you directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use cookies to bring together information we collect about you. You can choose to have your computer warn you each time a cookie is being sent, or you can choose to turn off all cookies. You do this through your browser settings. Each browser is a little different, so look at your browser Help menu to learn the correct way to modify your cookies. If you turn cookies off, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.

- Flash cookies. We may use local shared objects, sometimes known as Flash cookies, to store your preferences or display content based upon what you view on our site to personalize your visit. Our third-party service providers also may use Flash cookies to collect and store information. Flash cookies are different from browser cookies because of the amount of, type of, and how data is stored. Cookie management tools provided by your browser will not remove Flash cookies. Learn how to manage privacy and storage settings for Flash cookies. If you disable Flash cookies, you won't have access to many features that make your guest experience more efficient and some of our services may not function properly.

- Web beacons. Web beacons are small pieces of data that are embedded in images on the pages of sites. Web beacons may involve the transmission of information directly to us, to another party on our behalf, or to another party in accordance with its privacy policy. We may use web beacons to bring together information we collect about your browsing behavior.

3. Do Not Track

You can opt out of our tracking your online activity for targeted advertising purposes (Do Not Track): We respond to "do not track" or "DNT" signals sent from your browser. If our websites receive a DNT signal during a visit, we will not link data we collect to your browser identifier so that new data collected about you will not be used by us for targeted advertising purposes, but older data collected about you may still be used. You may choose not to receive targeted advertising from us and our service providers. To opt out of tracking by us you should select "AdRoll" and follow the directions on this site. If you opt out we may still collect some data about your online activity for operational purposes.

See the School-Specific Handbook Supplement for additional information.

~~Currently, there are various browsers (such as Internet Explorer, Firefox and Safari) that offer a DNT option that allows you to set the DNT signal on your browser so that third party sites know you do not want to be tracked.   For more information on DNT or information on how to set the DNT setting in your browser, go to the Do Not Track website: http://donottrack.us/.~~

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at ~~celegalprivacy@pearson.com.~~ privacy@connectionseducation.com. Please note that email communications will not necessarily be secure. Accordingly, you should not include sensitive information in your email correspondence with us.

See the School-Specific Handbook Supplement for additional information.

APPENDIX 5 – INFORMATION ABOUT MALWARE AND NUISANCE SOFTWARE

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the Internet. This software exists as adware, spyware, and freeware—generally classified as "malware"—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the Internet today, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

- **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- **Inappropriate sites:** Most of the malicious applications that get installed on the computer without the knowledge of the end user generally come from sites that are inappropriate in nature, such as pornographic sites.
- **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click "yes" instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or "tools" that can be a significant source of problems later on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

See the School-Specific Handbook Supplement for additional information.

800-382-6010 | ConnectionsEducation.com

- **Example 1:** "[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below."

    Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- **Example 2:** "By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance."

    Comment: This also indicates that they can install additional software without your permission.

- **Example 3:** "The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer."

    Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat offenders take time away from responsible users and results in longer delays in helping them.

800-382-6010 | ConnectionsEducation.com

Please remember that it is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the Internet, including the fact that they should never accept any software download from the Internet without specific authorization from the Connections Academy ~~Support Services~~Student Technical Support team. The Student Technical Support~~Support Services~~ team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. Note that the hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a family.

See the School-Specific Handbook Supplement for additional information.

APPENDIX 6 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION

Last Reviewed and Updated: December 18, 2018

This Protection of Pupil Rights Amendment (PPRA) Notification ("PPRA Notice") may be updated periodically. The most current version is always available from the *login page of Connexus*. Any changes will be effective as soon as they are posted in Connexus.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School's programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Learning Coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories ("Protected Information Survey"):
    1. Political affiliations or beliefs of the student or student's parent
    2. Mental or psychological problems of the student or student's family
    3. Sex behavior or attitudes
    4. Illegal, antisocial, self-incriminating, or demeaning behavior
    5. Critical appraisals of others with whom respondents have close family relationships

p. 124 of 118

6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy

7. Religious practices, affiliations, or beliefs of the student or parents

8. Income, other than as required by law to determine program eligibility.

- The right to receive notice and an opportunity to opt a student out of the following:

  1. Any other Protected Information Survey, regardless of funding

  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law

  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

- The right to inspect, upon request and before administration or use, of the following:

  1. Protected Information Surveys of students;

  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes

  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

p. 125 of 118

See the School-Specific Handbook Supplement for additional information.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents or legal guardians or students eighteen (18) years or older or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

See the School-Specific Handbook Supplement for additional information.

APPENDIX 7 - CENTRALIZED SUPPORT SERVICES

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. Connections Help, within Connexus, also provides families with support and guidance outside of the Support Services business hours for live assistance.

Enrollment Services

Call 800-382-6010 or send a WebMail message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific "Academic Placement Advisor" option (located under "Placement" in the WebMail address book) for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through his or her courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5, or send a WebMail message to "Technical Support" for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3, or send a WebMail message to "General Information" (located under Parent and Student Services in the WebMail address book). General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.

Parent and Student Services

The WebMail message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information.

See the School-Specific Handbook Supplement for additional information.

All other types of questions should be directed to the school staff.

From: Jessica Davis
To: Reach Cyber Charter School Board of Directors
Re: School-Specific Handbook Supplement for 2020-21

Attached for board approval is a redlined version of your School-Specific Handbook Supplement for SY 2020-21. This document has been provided to and reviewed by your Board's handbook designee, and carefully reviewed by your school's leadership team and key Connections Academy staff. Once board-approved, the Supplement will be posted on the Virtual Library for the opening of enrollment for the 2020-21 school year. Just as a reminder, the Supplement attached is in draft format and will be double-checked for typos and formatting prior to being posted on the Virtual Library.

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

General Information

The school year 2019-2020/19-20 was updated to 2020-2021/20-21.

"school leader" was capitalized to "School Leader."

"Employee" was updated to "staff member."

"He/She", "Him/Her" and "His/Her", were updated to "They", "Them" and "Their."

3.3 School Information

"Lead School Administrator" has been changed to "CEO."

3.4.1 School-Year Calendar

The 2020-21 SY calendar will be added to the handbook once it is approved by the Board.

10.2.5 Use of the Internet

- Internet Subsidy

Added information regarding proration of charges for those families that start school after the first day of any payment periods.

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

Reach Cyber Charter School School Handbook Supplement
20192020-20212020

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to Reach Cyber Charter School, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Supplement and the General Handbook, the policies in this Supplement override policies in the General Portion and are the binding policies that should be followed.

Table of Contents

7 Services for Special Populations 31

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students 31

9 Conduct, Due Process, Grievance, and Communication 45

10 Educational Materials Provided by the School 65

3 SCHOOL ORGANIZATION AND ROLES

Vision Statement

Reach Cyber Charter School's vision is to inspire and nurture future success for all students.

3.1 Roles and Responsibilities

A primary goal at Reach is encouraging parent involvement. Please click on the link below to review a copy of Reach's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send a WebMail message to the Parent Involvement Coordinator at any time.

Reach Title I Parent and Family Engagement Policy and Compact

3.3 School Information

School Information	School Contact
Main School Address	750 East Park Drive, Suite 204 Harrisburg, PA 17111
Main School Phone Number	717-704-8437
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010
Lead School Administrator~~CEO~~	Jane Swan
WebMail	All staff and support services are located in the Education Management System's (Connexus) WebMail address book.
Board of Trustees	Refer to the school website for the most current contact information.

3.4.1 The Reach ~~2019~~2019-~~2020~~2020 School Calendar

Reach is a year-round cyber school for students in grades K-11 throughout Pennsylvania offering traditional, accelerated, and year round options. In all options, students will complete the required 180 school days, which can be completed in either a traditional September-May school year or extended over a July-June school year. Reach offers courses throughout the year—during a combination of the fall, spring, and summer sessions—providing students with flexible pacing options for meeting state education standards.

2020-2021 Calendar will be included once it is approved

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
First Day of School	School in Session	September 3, 2019
Veterans' Day	School Closed	November 11, 2019
Thanksgiving Break	School Closed	November 28-December 2, 2019
Winter Break	School Closed	December 23, 2019-January 1, 2020
Martin Luther King, Jr. Day	School Closed	January 20, 2020
First Semester End Date	NA	January 24, 2020
Teacher work day	Staff Work Day	January 27, 2020
Second Semester Start Date	NA	January 28, 2020
Presidents' Day	No School in Session	February 17, 2020
Spring Break	No School in Session	April 9, 2020
	School Closed	April 10, 2020
	Staff Work Day	April 13, 2020
Memorial Day	School Closed	May 25, 2020
Last Day of School	School in Session	June 5, 2020
School Closed - Additional Administrator/12 Month Employee Days: *November 11, 2019, December 2, 2019, December 23-24, 2019, April 10, 2020*		

School Status Legend:

No School in Session = Students and Teachers are NOT in school but Administrators ARE

School Closed = Students, Teachers, and Administrators are NOT in school

School In Session = Students, Teachers, and Administrators ARE in school

Staff Professional Development Day = Students are NOT in school but Teachers and Administrators ARE

Staff Work Day = Students are NOT in school but Teachers and Administrators ARE

Pacing Options for Students

Reach students have the option of enrolling in a Traditional or Accelerated Pacing Option and beginning in July 2017 the options will be extended to include a Year Round Pace. These options are described in the chart below and in the Required Instructional Hours section. Note the Accelerated Pace is available for high school students only.

Pace Option	Description	Total Number of Credits per School Year
Traditional (Standard) Pace	Student participates in Fall and Spring semesters carrying full course load.	6.0 credits
Year Round (Extended)Pace (Option begins July 2017)	Student participates in Fall and Spring semesters taking fewer courses AND in Summer session carrying the remaining credits to meet full year requirements.	6.0 credits
Accelerated Pace (for high school students only)	Student participates in Fall and Spring semesters taking a full course load AND in a Summer session carrying additional courses to exceed full year requirements.	7- 8 credits

3.4.2 Required Instructional Hours

Since Reach will offer three different pacing options, the instructional hours per week will vary depending on which option the student chooses.

Traditional Pacing Option: Students will attend school for 180 days, for a total of 900 or 990 hours annually based on grade level (see required instructional hours below).

- Grades K – 5 = 900 hours (25 hours per week, recommended 5 hours per day)
- Grades 6 – 12 = 990 hours (28 hours per week, recommended 5-6 hours per day)

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

Year Round Pacing Option: Students will attend school for 180 days, at four (4) hours per day during the fall and spring semesters, for a total of 720 hours for the fall and spring semesters. In addition, Year Round students must also complete a 41-day summer session, taking two (2) courses at two (2) hours per course per day. (The school recommends 21 hours per week for elementary and 23 hours per week for grades 6-12.

Accelerated Pacing Option: This option is available for high school students only.

Students will attend school for 180 days, at 28 hours per week during fall and spring semesters, for a total of 990 hours. Accelerated students must also take at least one (1) course during the summer session at two (2) hours per course per day, and may not take more than two (2) courses at one time without School administration approval. If accelerated students average one (1) credit per summer session, they may be able to finish high school in three (3) years.

Reach will require students complete 21 credits and all required courses to graduate. This can be met if the student earns six (6) credits during each of the fall and spring semesters for three (3) years and earns an additional one (1) credit each summer. The student may need to devote up to eight (8) hours per day for 41 days each summer to complete two (2) courses and earn one (1) credit per course. Students may complete more if approved by the Lead School Administrator.

3.5 Enrollment, Withdrawal, and Transfers

Reach Cyber Charter School does not inquire into, nor does it discriminate, based upon a student's immigration status. All enrollment decisions are made in accordance with applicable Pennsylvania and federal law.

Students should be immunized in accordance with state law prior to enrollment in Reach Cyber Charter School. If a student does not provide immunization records to the School within five (5) days of enrollment, the student will not be permitted to participate in any school activities, such as field trips. If a student transfers to the School after the first day of the school year, ~~he/she has~~they have thirty (30) days to produce the documentation for required immunizations.

Maximum Age to Enroll

The maximum enrollment age of a student is determined by state law. In Pennsylvania, all students must be twenty-one (21) on or before July 1st. Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age, please contact the school.

Students requesting to be enrolled in the highest grade offered by the school must be on track for graduation with their cohort year. Students that have previously attempted coursework at the highest grade offered by the school will typically not be eligible for enrollment in the same grade.

Enrollment of Students Suspended or Expelled from another School

Students who are currently under suspension from another school are permitted to enroll at Reach. However, the student must submit their disciplinary record in order to be *eligible* to attend field trips, school events, etc. Based on that disciplinary record, the Lead School Administrator will determine if and when attendance at these events is permitted.

Students who have been expelled from another school may only enroll in Reach if the Lead School Administrator and Superintendent of the District of Residence agree to the enrollment. Failure to disclose a prior expulsion may result in an immediate removal from Reach.

3.5.2 Kindergarten and First Grade Admissions Policy

Entry Age for Kindergarten Students and Beginners

For students in Kindergarten, Reach will enroll students who meet the admission age that is determined by their resident school district.

Reach will follow 24 P.S. § 13-1304 Admission of beginners, which states, "Admission shall be limited to beginners who have attained the age of five years and seven months before the first day of September if they are to be admitted in the fall, and to those who have attained the age of five years and seven months before the first day of February if they are to be admitted at the beginning of the second semester."

3.5.3 Enrollment after the Start of the School Year

Students may enroll at Reach at any time of the year. The enrollment team will guide families through the enrollment process to include verifying records, recommending placement, and answering questions about the program requirements. Families enrolling mid-year or mid-semester are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. To contact the enrollment team call 1-800-382-6010.

Additional Information for High School

High school students entering mid-year or mid-semester must submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. Reach teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade in to the Reach grade book that represents the student's content mastery. That grade will be averaged with the Reach grades earned in that same semester.

3.5.4 Dual Enrollment in another K-12 Program

Because the school is a full-time program, students may not be concurrently enrolled in another public school on a full- or part-time basis. However, as provided by law, students may participate in extracurricular activities with their District of Residence.

In certain special circumstances, it may be possible for a student to participate in an activity at another local school within the parameters described below. Seeking such permission should be initiated *after* the start of the Reach school year.

To make these arrangements, Caretakers must obtain the *Request for Local School Activities* form from the Virtual Library. The form outlines the activity, lists contact information, and indicates that the cooperating Lead School Administrator agrees to: 1) not claim or collect any state, local, or federal funding for the student, and 2) assume all liability for that student while on

the school grounds. Once the form is completed and signed, the Caretaker should present it to the Lead School Administrator, who will ensure that the student is in good standing and call the local school and make a final approval decision.

Violations of this policy may be grounds for disciplinary action.

3.6.3 Mandatory Testing

Students attending Reach will be administered the Pennsylvania System of School Assessment (PSSA) and Keystone Exams, as required by the Commonwealth of Pennsylvania.

PSSA is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is also assessed in Science.

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards in Mathematics and English Language Arts and to the enhanced Pennsylvania Academic Standards for Science.

All public school students, by their 11th grade year, must complete and score Proficient or Advanced on Keystone Assessments in Algebra 1, Biology 1, and English Literature or complete a Project Based Assessment in all 3 subjects. This is a Pennsylvania graduation requirement for the class of 2017 and beyond.

PSSA and Keystone Testing are administered at locations across the state during the testing windows. These site locations are determined by the school's population. Families will be required to take their students to these locations to complete all mandatory testing.

If you fail to participate in any of the state mandated tests, you will be considered truant for those testing days and may be subject to fines by your District of Residence. *Note: More*

specific information about the administration of the tests will be sent to families via WebMail after the start of the school year, including specific locations and times.

PSSA Exam Dates. The PSSA exams will be given according to the calendar determined by the Department of Education; generally in April & May.

Keystone Exam Dates. All students who have completed courses for which a Keystone Exam is assigned must take the corresponding Keystone Exam.

Winter dates are offered in 2 waves, the first is generally offered in December and the second in January. Spring testing is generally offered in May and the Summer testing is generally offered in July and August.

4 ATTENDANCE

4.2 Marking and Verifying Attendance

Learning Coaches or Caretakers are responsible for documenting student attendance in Connexus and the school is responsible for verifying accuracy of attendance records. Learning Coaches or Caretakers should document attendance daily whenever possible, but at a minimum must document attendance weekly. The school is required to report attendance records to the state annually so it is imperative that the documentation process is followed.

Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of code	Who enters the code?
0 – 9	Hours of Schooling	Learning Coach or Caretaker *(and the school, as necessary)*
V	Vacation	Learning Coach or Caretaker

E	Excused Absence	Teacher or Administrator
U	Unexcused Absence	Teacher or Administrator

Hours of Schooling/Attendance

Students must meet all regulatory requirements for attending public schools in the state. These regulatory requirements include attending school for 180 days and completing a required number of hours of instruction per year.

Hours of schooling per day and/or week are accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other educational activities.

Failure to attend mandated LiveLesson sessions, state testing, or respond to WebMail and phone call messages from teachers may be counted against documented attendance hours.

Although there is more flexibility in the Reach program than in a traditional school with regard to when instruction occurs, students, Learning Coaches and Caretakers should be aware that the school calendar reflects the days on which teachers are available to students. Specific school calendars and the required days and hours of instruction are posted in the School Schedule section of this Supplement.

Attendance Responsibilities by Role

Learning Coach Responsibilities

- **Record Hours of Schooling** - For each instructional day, Learning Coaches or Caretakers enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly hours of schooling listed in the "Pacing Options for Students" section to ensure compliance with state regulations. Learning Coaches and Caretakers may ask for assistance from the School to enter attendance records if they are unable to access a computer on a given day by calling the Attendance Coordinator at (570) 218-8217, per the Marking and Verifying Attendance section of the School Handbook: General Portion.

Alert the School of Excused Absences – Learning Coaches and Caretakers cannot enter the "E (Excused)" attendance code in Connexus. If a student is absent, the Learning Coach or Caretaker must send information to the school about the absence. The absence should be reported through webmail to "Attendance Inquiries and Updates", which is listed in the address book in WbMail. The school will determine if the absence can be classified as excused, per the guidelines listed in the School Handbook: General Portion. The Attendance Coordinator will then enter an "E" or "U" for that day's attendance. Please contact the Attendance Coordinator with any questions at (570) 218-8217.

- **Complete Defined School Year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to meet the weekly required instructional hours up to and including the last day of the school year.

- **Vacations or Days Off**: Students are allocated "vacation" days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on Presidents' Day, but then take the following Monday off. The Learning Coach or Caretaker would record hours of attendance on Presidents' Day, as though it were a regular school day, and then mark the Monday off as "V" for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach or Caretaker should seek approval from the student's teacher in advance.

Note that regularly-scheduled school holidays, vacations, etc. must still be marked with a "V" if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled *after* their~~his/her~~ official start date.

If a student has used ~~his/her~~their allotment of vacation days, any scheduled school day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly recommended hours on the days in which ~~he/she does~~they do work, then the zero hour day will not adversely affect the student's attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent.

Educational Trips – If a student is participating in an educational trip, the Caretaker or

Learning Coach must submit a request to the school by completing the Educational Leave Form. This Form can be requested from the "Attendance Inquiries and Updates" option, located in Webmail, or can be found on the Virtual Library. The completed Educational Leave form must be submitted to the Attendance Coordinator at least two (2) weeks prior to the planned trip. The leave must be approved by school administration, and marked as "E (Excused" in the system by the Attendance Coordinator. Learning Coaches and/or Caretakers should communicate with teachers about adjusted work completion goals.

School Responsibilities

- **Monitor and Review Attendance Records –** The Attendance Coordinator will monitor and review attendance records on a weekly basis. They will follow up with Learning Coaches and Caretakers via phone and WebMail if the hours of schooling are not

  inputted by the following week to ensure compliance with state attendance laws. If there is a concern about the validity of a student's attendance records, the student may be placed in an "Alarm" status and administrators will review the records. Attendance Coordinators also identify and record excused absences, and can alter Learning Coaches' or Caretaker's attendance records with proper documentation, if necessary.

- **Maintaining the Integrity of the Attendance Data** – The attendance system prohibits further editing of attendance data at certain points. Any requests for adjustments to the previously verified records must be submitted to the school in writing for review, approval and adjustment.

Official Attendance Record – The Connexus attendance system is the record of Learning Coach or Caretaker documented attendance. It is however only one of many sources used to determine if a student is meeting the minimum instructional hours required. If it has been determined that a student has not completed enough work or that certain other program requirements have not been fulfilled, the Attendance Coordinator or Homeroom Teacher/Advisory Teacher may invalidate the Learning Coach or Caretaker record resulting in sanctions up to and including withdrawal. It is important to recognize that just marking proper attendance will not keep a student's attendance status "On-Track". If a student regularly does not complete enough work to remain "On Track", despite repeated assistance and intervention from the school, then the student may accumulate unexcused absences.

4.3 Attendance Status and Escalation Systems

Enrolled students are in one of four escalation statuses at all times:

1. On-Track
2. Approaching Alarm
3. Alarm
4. Exempt (rare)

Attendance status is based on several criteria, as outlined in the School Handbook: General Portion, and is a combination of measures that indicate if a student is demonstrating adequate participation and therefore attendance in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student's work completion rates are not on track or if he/ she fails to communicate on a regular basis with the teacher, he/ she will be placed into an escalated (Approaching Alarm or Alarm) status. It is important to recognize that just marking proper attendance will not keep a student's escalation status On-Track.

When a student is in the Approaching Alarm status, he/ she is in danger of being withdrawn. The school will work with the family to help get the student's attendance back on track. If these efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student's official disenrollment.

Very occasionally, none of the first three escalation statuses will be appropriate for a student. The student will be placed in "Exempt" status and escalation will not apply; however, all program requirements will still be applicable.

4.4 Truancy

In order to maximize student learning, regular attendance is imperative. The Reach program offers a great deal of flexibility surrounding how many hours students spend each day on school work and on what days of the week they complete school work. Due to this flexibility, Reach has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the *Required Instructional Hours* section (Section 3.4.2) of this Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus on a daily basis.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any *assigned* mandatory LiveLesson sessions.
- The student is able to demonstrate that he/shethey are is doing theirhis/her own schoolwork.
- The student attends mandatory state testing.

- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if ~~he/she~~they need~~s~~ to deviate from the regular school calendar (for example, switching a vacation and school day).

If the students' teachers become aware that the student is not fully participating as outlined above, the student will be marked absent at the teacher's discretion. The Lead School Administrator, Attendance Coordinator, or teacher may override the number of attendance hours previously entered by a Learning Coach or caretaker, changing the attendance hours to a 0, if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused." The final decision about whether an absence is considered excused or unexcused will be made by the Attendance Coordinator or School Leader, Please note that three (3) unexcused absences is not in compliance with the law.

The school is required to report three (3) unexcused absences to the student's District of Residence to initiate truancy proceedings and involve additional community and county partners for support.

Reach is required to record student attendance in the same way as traditional public schools. If a student is not adequately engaging in the online program, or has accumulated more than three (3) unlawful absences, the school is required to notify the Caretaker in writing and work with the Caretaker and/or Learning Coach to create a School Attendance Improvement Plan (SAIP). If the student continues not to engage in the program, Reach will contact the student's District of Residence.

Unexcused Absences	Plan of Action
1. One (1) unexcused absence	Caretakers will receive a phone call and webmail notification that the absence is unexcused and that penalties may be enforced.

2. Second unexcused absence	Caretakers will receive a phone call and second webmail notification that a second unexcused absence has occurred and that additional penalties may be enforced.
3. Third unexcused absence	Caretakers will receive a phone call and written notification of three (3) unexcused absences and the student's District of Residence will be notified.
4. Fourth unexcused absence and fifth unexcused absence	Caretakers will receive a phone call and webmail, which will outline next steps with regard to a mandatory School Attendance Improvement Plan (SAIP) with school staff. Three (3) attempts will be made to hold a meeting with the caretaker to discuss the SAIP; however the meeting can be conducted without the Caretaker if they are unable to attend. Students with an IEP or 504 will be contacted about a meeting to review attendance concerns.
5. Habitually truant status (having six (**6)** or more unexcused absences during the current school year)	Caretakers will be notified by phone call and webmail of absences and invited to attend a truancy diversionary program Live Lesson. For students under fifteen (15) years of age, the school will make a referral to other community-based attendance improvement programs or Children and Youth in the student's local area. The local district may also file truancy charges. For students (15) fifteen years of age and older, the school will make a referral to other community-based attendance improvement programs in the student's local area. The local district may also file truancy charges. Children and Youth may also be contacted if the student does not attend the community program.

6. 6. Ten (10) unexcused absences	Students that reside in the city of Philadelphia will be referred to the Go Program. After ten (10) consecutive absences, the student will be withdrawn from Reach for truancy, and the resident district will be notified of the withdrawal.

Reach Cyber Charter School will work closely with families in the event a student has unexcused absences from school. Our goal is to work collaboratively with families to prevent truancy and improve student attendance and achievement. The above process is outlined by the Pennsylvania Department of Education and is consistent with compulsory attendance laws of the state of Pennsylvania.

Definition of "Missing a Day of School"

Missing a "day" of school is defined as "missing a day's worth of hours in a week." Missing a day's worth of hours in a week may be considered a day of unexcused absence if the student or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

5 GRADING AND STUDENT EVALUATION

Grading Scale (Elementary and Middle School)

Reach uses the following grading scale for grades K-8 (See *Section 6, High School Programs and Policies*, for the grading scale for grades 9-12):

Grade	Minimum %	Maximum %	Passing?	Grade Points
A	90	100	Yes	4
B	80	89	Yes	3
C	70	79	Yes	2

D	60	69	Yes	1
F	0	59	No	0

6 HIGH SCHOOL PROGRAM AND POLICIES

Promotion

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum # of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels will be updated twice each year – once in the fall and again at the end of the school year. The automatic adjustments are based on the student's earned and verified credits recorded in Connexus.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade to most appropriately match the student's current academic needs.

Graduation and Diploma Requirements

To be eligible to graduate and receive a diploma from Reach, a student must meet **all** of the following requirements:

- complete the 21 credits required by the PDE in specific area and subject as outlined herein;

- be enrolled during the semester immediately prior to graduation, and not be full-time enrolled in any other school;
- earn 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~~they turn~~s~~ twenty-one (21~~)~~ years old.

Early Graduation

At the close of the second semester, the Lead School Administrator, school counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The Lead School Administrator will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements. Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the Lead School Administrator. The Lead School Administrator and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. After the Lead School Administrator grants approval for early graduation, ~~he/she~~they will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in Reach and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in Reach*, and official transcripts will be available at any time by contacting the school. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by Reach, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects:

Subject	# of Credits
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Arts or Humanities or Both	2.0
Health and Physical Education	1.0
Additional courses from among those approved for credit toward graduation by the school including approved vocational education courses	5.0

Reach uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Grades and Grade Point Averages (GPA)

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at Reach and at other schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned, and re-taking such courses may delay the student's graduation. The school's grading scale is below.

Semester and year-end grade point averages (GPA) calculations will follow a four point scale (below). GPAs will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)
A+	98 – 100	Yes	4.00	4.50	5.00
A	92 – 97	Yes	4.00	4.50	5.00
A-	90 – 91	Yes	3.67	4.17	4.67
B+	88 – 89	Yes	3.33	3.83	4.33
B	82 – 87	Yes	3.00	3.50	4.00
B-	80 – 81	Yes	2.67	3.17	3.67
C+	78 – 79	Yes	2.33	2.83	3.33
C	72 – 77	Yes	2.00	2.50	3.00
C-	70 – 71	Yes	1.67	2.17	2.67
D+	68 – 69	Yes	1.33	1.83	2.33
D	62 – 67	Yes	1.00	1.50	2.00

| D- | 60 – 61 | Yes | 0.67 | 1.17 | 1.67 |
| F | 0 – 59 | No | 0.00 | 0.00 | 0.00 |

Class Rank

Reach will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from Reach will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level. The class rank is not included on the student's official high school transcript.

Release of High School Educational Records

Reach will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's Caretaker, or from the student if he/shethey are is 18 years or older or an emancipated minor.

To ensure that application deadlines are successfully met, the school requires advance notice of at least **10 working days for requests to provide educational records** to students, Caretakers, and/or third parties. We require **30 days' notice for letters of recommendation**. *Note*: Class rank is only calculated twice a year.

Requests for records should be made using *the Authorization for Release of Educational Records Form* available in the Virtual Library.

Prerequisites

Students must meet all course prerequisite requirements prior to registering in them. Prerequisites are listed by each course's overview in the course catalog. Semesters A and B of a course cannot be taken concurrently (during the same semester).

Duplicate Coursework: Repeating a Course

Students may repeat a course in order to improve their grade. Only the higher of the two grades will be included in the GPA. Credit will be awarded only once, for the higher of the grades. Both courses and both grades will show on the transcript.

Schedule Changes

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a Caretaker must make a request to the school counselor.

Transcripts

Students are able to access ongoing information about their courses through their online grade books within Connexus. To request an official copy of a transcript, families must complete a *Transcript Request Form* (located in the Virtual Library) and submit it to the Lead School Administrator for approval and processing. Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope. Caretakers are able to view a copy of the transcript through the Connexus at any time.

Credit from other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to Reach. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official Reach transcript will display both the credits earned at Reach as well as any transfer credits.

Credit for Coursework Completed in a Non-standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Reach for coursework completed in a non-standard school program.

1. **Assessment:** the student takes and achieves a passing grade (D-) on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher ~~he/she~~they will be granted credit for that course. The test(s) must be taken in a school-approved proctored setting.

2. **Portfolio**: The student submits a portfolio documenting coursework, which may include:
   - Samples of prior work
   - List of texts used in prior courses
   - Artwork
   - Writing samples
   - Report card from prior school/home school
   - Student Interview
   - Other materials as requested by the school counselor

   The portfolio will be reviewed by each relevant content area teacher. The appropriate content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework.

   For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and/or French I & II, will be granted credit by the relevant content area teacher for each of the courses documented, and will be placed in Reach at the grade level appropriate for the number of credits granted.

The school counselor and/or Lead School Administrator may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Competency**: Based on a portfolio of materials similar to, but perhaps less comprehensive than that listed in #2, the subject area teacher makes a decision about where to place the student. After the student has completed one full semester at Reach, the subject area teacher reviews the student's progress in the Reach course(s). If the student earns a passing grade in the course that follows a course taken in a non-standard school, the Lead School Administrator or counselor may award credit(s) for the course(s) taken in the non-standard school. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

Students may use any combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language.

Credits for courses completed in a non-standard school program may be granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in Reach.

High School Courses Taken in Middle School

Students may earn high school credit for high school level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course, and must be approved by the school counselor in advance. Students must have approval of the school to pursue this opportunity. Check with the school counselor for more specific information.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While Reach recognizes the value of these activities, they cannot be used to earn high school credit.

Independent Study

Independent Study is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the Caretaker, and the teacher. Students who wish to earn credit for an Independent Study project must complete an application and have the approval of the teacher, school counselor, and Lead School Administrator in advance.

Students Driving To Sanctioned Events

First and foremost, we highly recommend to Caretakers that students not be permitted to drive unaccompanied to Reach sanctioned events ("Event(s)"). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options. However, under certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a Reach sanctioned Event, students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an Event.
- Must possess a valid driver's license.
- Must use a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file
- Obtain school permission to drive unaccompanied to events.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the Virtual Library or the school).
- Document school permission to drive to events by obtaining the Lead School Administrator's (or designee) signature on the *Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for Events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events shall remain the responsibility of their Caretakers. If a student driving to or from an Event is involved in an accident, Reach shall not be liable for any injuries or damage; all liability rests with the student, his/hertheir Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Under no circumstances shall students drive other students to an Event. If a student nevertheless permits another student or students to ride with him/her, Reach shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privileges may be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow state laws or school rules and/or procedures for Events, may have their permission to drive unaccompanied to school Events revoked by the school. Furthermore, students may be reported to the police for further action.

7 SERVICES FOR SPECIAL POPULATIONS

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students

Enrollment Requirements

All Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) as soon as possible after the enrollment process is complete. It is important that the IEP is current and complete, and that all educational assessments and evaluation reports that support the IEP are also submitted. Enrollment will not be delayed; Reach staff will work with families and with the student's prior school to obtain copies of necessary documents.

All documents are reviewed by the Director of Special Education, the student's IEP annual review date is noted, and an IEP meeting will be scheduled, if necessary. At the start of school, a member of the special education staff contacts the family to discuss specific student needs or to clarify information.

During the School Year

At the beginning of the school year, the special education team ensures that teachers of students with IEPs have access to each student's IEP. The teachers are made aware of each student's special learning needs and required accommodations. Teachers are also given guidance on how to make the necessary program accommodations and modifications.

Conducting IEP Meetings

The special education team, including a special education teacher, plans for and schedules all annual reviews and other IEP-related meetings. The team contacts families and establishes mutually agreeable meeting times. Typically IEP Team meetings are held in a virtual LiveLesson classroom and on a conference line and occur in compliance with all state and federal laws.

Special Education and Related Services

Some students qualify to receive special education as well as related services according to their IEPs. Due to the virtual nature of the school, the services are typically provided virtually over the

Internet with real-time conferencing software. Reach will provide a continuum of special education and related service that may include alternative placements. The IEP team ensures that services are provided in compliance with the IEP.

Child Find

Reach has established and implemented Board-adopted procedures to identify, locate, and evaluate all children who need special education programs and services. Child Find refers to activities undertaken by the school to identify, locate, and evaluate enrolled children who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available.

Reach's Director of Special Education will serve as the Child Find Coordinator and will provide Child Find information and public awareness outreach to school staff, Caretakers, local organizations and agencies. School staff will receive information on analyzing universal screening results (including LEAP and DIBELS assessments) to identify students in need of instructional interventions and, potentially, special education evaluation. Students in need of intervention may also progress through Reach's Multi-Tiered System of Supports/Response to Intervention and Instruction (MTSS/RtII). Staff training will include how to facilitate requests from Caretakers for evaluation.

Reach conducts systematic screening activities that lead to the identification, location and evaluation of enrolled children with disabilities. Identification activities are performed to find a child who is suspected of having a disability that would interfere with ~~his/her~~their learning unless special education programs and services are made available.

- Reach's MTSS/RtII frameworks helps teachers identify students in need of intervention who may not be meeting appropriate educational benchmarks.
- The screening activities include:
    - o review of test data including statewide assessment results
    - o review of academic progress
    - o hearing and vision screening
    - o assessment of student's academic functioning

- observation of the student displaying difficulty in behavior
- teacher and learning coach observations
- determining the student's response to attempted remediation

Reach's statement about Child Find is accessible to the general public. The statement is located on the general school public website and is communicated through banner messages on Caretaker homepages within Connexus. In addition, all families enrolled in Reach receive Child Find information within the school newsletter, published on a semester basis. A link to the *Pennsylvania Parent Guide to Special Education for School-Age Children* is also provided in all locations.

Student Support Team

The Student Support Team (SST) at Reach is comprised of school administrators, general and special education teachers and staff, school counselors as needed and parents when appropriate. The team meets regularly to discuss the progress of students who are demonstrating difficulties with the Reach curriculum. Any academic or behavioral difficulties have been documented by the student's teacher in Connexus and are related to the student's academic performance, progress, participation, and/or attendance.

Teachers follow the SST referral process as they refer students for discussion. The team meets to:

- review student academic and/or behavioral difficulties,
- accommodations and modifications that have been implemented,
- attempted differentiation by the teacher of the content area of concern
- progress or regression noted by the teacher, and
- other relevant information.

After a thorough discussion, the SST members will offer suggestions, and will provide the teacher and Learning Coach with varying intervention strategies to implement with the student. An intervention strategy is planned, and systematic data collection by the Reach staff is implemented to resolve the issues. At subsequent follow-up meetings, the team discusses

which strategies were implemented by the teacher and Learning Coach, how those strategies worked, how the student is currently performing, and if other strategies need to be explored or implemented.

If the members of the team determine that multiple strategies yielded no positive results, they will escalate their concerns to their managers and/or the special education team, as appropriate. Parents are also informed of the academic concerns. The SST may also elect to escalate the student's Reach warning status to the next level, thus informing the Caretaker and school administrator of the concerns. When appropriate, the SST will refer the student for a special education evaluation, and may do so at any point in the process.

Special Education: Educational Records Confidentiality

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of eligible children. The policy stated below has been prepared to ensure the privacy rights to both the Caretakers and an eligible child in the collection, maintenance, release and destruction of these records. This policy incorporates provisions from the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch. 12), the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the Confidentiality Section of the Individuals with Disabilities Education Act ("IDEA"), and the Confidentiality Section of PA Special Education Regulations and Standards.

Information in this policy will be reviewed and updated as necessary.

Destruction – means physical destruction or permanent expungement of personally identifying data from a student's educational record so the information in those records is no longer personally identifiable.

Directory information – includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Education record/records – means those records which are directly related to an exceptional student and are maintained by Reach. This includes records for a student who is currently or who in the past received special education and related services from Reach. Records include permission to evaluate, evaluation reports, IEP, Section 504, notice of recommended education placement, progress reports, etc. (Personal notes of instructional, supervisor, or administrative personnel are not considered to be part of education records.)

Personally Identifiable Information (PII) – includes data or information that identifies a student or a student's family members, including but not limited to, name, address, telephone, personal identifier such as student number or social security number or by a list of characteristics or other information that, alone or in combination, is linked or linkable to a specific student that could be identified with reasonable certainty.

Release – the giving of access to or the allowance of inspection, transfer, disclosure, or communication of any portion of a student's education records which includes in it personally identifiable information; the term also means release to any person by any means.

Student – means exceptional school age pupil or preschool pupil (eligible young child) with respect to whom an educational agency maintains education records.

Parent – includes a parent, guardian, or a surrogate parent who acts as a parent in the absence of a parent or guardian. Unless there is a state law or court order which provides to the contrary, the Intermediate Unit may presume that the parent has the authority to exercise the right inherent in the Family Educational Rights and Privacy Act of 1974 (FERPA).

Eligible student – a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education.

Authorized school official – means an administrator, supervisor, or instructor who has a legitimate education interest in the student's education.

Education Records

An education record shall be maintained for each child receiving special education services from the school at the following locations:

- A special education file shall be maintained in the Student File Room at Reach. This file shall be considered the complete special education file.
- A permanent record shall be maintained for each current child and stored in the school site.
- A health record for each currently enrolled student will be kept in a locked cabinet.
- A copy of the special education file, permanent file, and health file will be stored in the Records Room for students who are no longer enrolled in the school.

Transferring Files to Other Districts

When files are transferred to other schools, the file will be sent to the requesting district after a copy is made and stored in Reach's Records Room. The school will notify parents when a request has been made by another school district for a copy of their child's file.

Viewing Files

A Caretaker has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which will not exceed the costs of duplication).
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Student Access Rights

When a student is eighteen (18) years of age or attending a post-secondary education institution, the right accorded to and consent required of a student's parent/guardian by law will only be accorded to and required of the student.

Parental Access Rights

A Caretaker, eligible student, or designated representative shall have access to the student's education records within forty-five (45) days of receipt of written request in order to inspect, review or copy education records. The school may charge a fee for copying education records.

A Caretaker also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the Caretaker, the Consent to Release Information form must be completed by the Caretaker.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Accessing Records

Reach will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The Caretaker has the right to inspect the access record of their child's records.

Maintenance Records

The Director of Special Education shall be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible young children are enforced and administered. This official will:

- Annually notify parents/guardians and eligible students of this policy, its procedures, and their rights. The notification shall be in their primary language unless it is not feasible to do so.
- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all school faculty and subcontracted agency ~~employees~~staff, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing shall consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

Destruction

Reach will not destroy any part of an education record or personally identifiable information necessary for the education of a student who is enrolled or has been enrolled in the school.

Release of Information

In order to protect the rights of the student and ~~his/her~~<u>their</u> parents/guardians against infringement of privacy, misinterpretation of data, inappropriate use, Reach will obtain the written consent of the student's Caretaker or the eligible student prior to disclosing personally identifiable information from the education records of a student, other than directory information, except when prior consent for disclosure is not required by law. Consent will be obtained using the Consent of Release Information form.

Prior consent for release of such information is not required when disclosure is:

- To authorized school official or subcontracted agencies have a legitimate educational interest (a **legitimate educational interest** for an authorized school official means that this official will have administrative, supervisory, or instructional duties with regard to the student's education program.)
- To officials of another school or school system in which the student is enrolled or intends to enroll; records will not be released without notifying the parents/guardians.
- To authorized representatives of the Comptroller General of the United States, the Secretary, or state and local educational agencies.
- To state and local officials or authorities, if a state statute adopted before November 19, 1974, specifically requires disclosures to those official and authorities.
- To comply with judicial order or lawfully issued subpoena, provided Reach makes a reasonable effort to notify the Caretaker of the student or the eligible student of the order or subpoena in advance of compliance.
- To organizations conducting studies for, or on behalf of, education agencies or institutions provided such organization have received approval from Reach Board of Trustees.
- To a Caretaker of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.

- In connection with a health or safety emergency, only if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Written consent will be obtained prior to release of personally identifiable information to any party not mentioned above. Prior to requesting consent, Reach will provide the Caretaker or eligible student in writing with the following:

- A general description of the information or record to be released.
- The form of the release.
- The reason the release was requested.
- The party or agency to which the information will be released.

Whenever the student's school district of residence, Intermediate Unit, or the Department of Education requests the release of information, a charter school must comply with the request within ten (10) days of receiving the request.

When a school district in which the student is enrolled or intends to enroll requests the release of information, Reach will comply with the request within ten (10) days of receiving the request.

Parental Request for the Amendment of Records

A Caretaker has the right to request that Reach amend information contained in education records collected, maintained, or used by Reach if she/he believes it to be inaccurate, misleading or in violation of the privacy or other rights of the student.

Subsequent to a request for an amendment, Reach shall decide whether to amend the disputed information within forty-five (45) calendar days after the receipt of the request to amend.

If Reach agrees to amend the disputed information, the Caretaker or eligible student shall be notified in writing.

If Reach decides not to amend the education record in accordance with the request of the Caretaker, Reach shall inform the Caretaker in writing of the refusal, the reason(s) for the refusal, and shall provide further notification of their right to request and receive a records review hearing.

The following procedure will be followed when the opportunity for a hearing is actualized:

- The hearing shall be held at a mutually agreed upon time and place within thirty (30) days after Reach receives the request of a hearing from the Caretaker.
- Reach shall give written notification to the Caretaker of the date, place, and time of the hearing not later than five (5) days in advance of the hearing.
- The Caretaker shall be afforded a full and fair opportunity to present evidence relevant to the specific information and reason(s) for requesting that information be amended, and may be represented at ~~his/her~~their own expense by an individual of ~~his/her~~their choice, including legal counsel.
- The hearing officer shall render a written decision within thirty (30) days of the conclusion of the hearing. This decision shall be based solely on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
- If the decision rendered is to amend the education records(s), Reach will inform the Caretaker of this in writing.
- If the decision rendered is not to amend the education records, Reach shall inform the Caretaker in writing of ~~his/her~~their right to place in the educational records of the student a statement commenting upon the information in the educational records and/or setting forth any reason for disagreeing with the decision of Reach. Parents/guardians will also be informed of their right to request an impartial due process hearing.
    - This response shall be maintained by Reach as part of the educational records of the student as long as the record or contended portion thereof is maintained by Reach.
    - If the educational records of the student or the contested portion thereof are disclosed to any party, the explanation shall also be disclosed to that party.

Special Education: Independent Educational Evaluation

Definition

An independent educational evaluation (IEE) means one or more individual assessment(s), each completed by a qualified examiner who is not employed by Reach.

Right to an IEE

- A parent has the right to obtain an IEE at public expense if ~~he/she~~they disagrees~~s~~ with an evaluation obtained or conducted by Reach. The parent may be asked (but may not be required) to discuss their objection to the evaluation obtained by Reach, however the parent is entitled to only one IEE at public expense for each district evaluation.

- The parent has the right to an IEE at ~~his/her~~their own expense at any time, and the IEP team must consider the results.

- If a parent requests an IEE at public expense, Reach must without unnecessary delay, either:
    - Initiate a hearing under 34 CFR §300.507 to show that its evaluation is appropriate or,
    - Ensure that an IEE is provided at public expense.

Reach and IEE

Reach administrators and special education teachers are familiar with the provision and procedures for IEE. Any inquiry from a parent requesting an IEE is directed to the Director of Special Education. All evaluation reports, including IEEs obtained by the parent at ~~his/her~~their expense, are discussed and reviewed at a Multi-Disciplinary Team (MDT) meeting that includes the parents and all pertinent school personnel. The results of the evaluation are discussed and considered by the MDT and a decision is made as to what role they will play in further educational program planning.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students

Enrollment Requirements

Caretakers of students with Section 504 plans seeking to enroll in the school are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process.

When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 Coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan.

Teachers will also have access to information as to accommodations and modifications on their home page.

Reevaluation

The school shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades, elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 Coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

New Referrals

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and

modifications, supplemental aides and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires the school to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Reach is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student is in need of assistance in order to fully participate in Reach's education program, please contact the school's special education coordinator or 504 Coordinator. You can also obtain 24-hour technical support by calling the Accessibility Hotline at 888-639-5960.

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.

9 CONDUCT, DUE PROCESS, GRIEVANCE, AND COMMUNICATION

9.2 Bullying and Other Forms of Prohibited Behavior

Reach is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, religion, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

Prohibited behaviors include all of the above.

The school Administration (and Board, if applicable) will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities. This policy also applies to those activities or engagements which occur off school property if the student or ~~employee~~ staff member is at any school-sponsored, school-approved, or school-related activity or function such as field trips or events where students are under the school's control, in a school vehicle, where a staff member ~~n employee~~ is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, Lead School Administrator, or assistant principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the Lead School Administrator should be filed with the Board President. Every student is encouraged, and every staff member is **required**, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified

above. If a student or other individual believes there has been prohibited behavior, ~~he/she~~they should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process.

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The Lead School Administrator or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for ~~employees~~staff; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for ~~employees~~ staff members will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the Lead School Administrator or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file **written** reports regarding any suspected prohibited behavior by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the My School section of the Virtual Library, and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the Lead School Administrator for review, investigation, and action.

Students and/or their Caretakers may make *informal* complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or

administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the My School section of the Virtual Library. This written report shall be promptly forwarded by the school staff member and/or administrator to the Lead School Administrator for review, investigation, and appropriate action.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Bystanders

Bullying involves not only those who are bullies and their victims, but also the bystanders who are witnesses. Reach recognizes that bystanders may be negatively affected by bullying, but that they also have the potential to play a positive role in responding to it.

Bystanders may be negatively affected in the following or other ways:

- be afraid of being associated with the victim of bullying for fear of becoming a target of the bully themselves
- feel discomfort or fear at witnessing bullying
- feel guilt, helplessness, or loss of control for not standing up to the bully
- be drawn into the bullying behavior by group pressure
- or feel unsafe in the situation.

Conversely, bystanders may be able to help victims of bullying by doing the following:

- Ask for help from a trusted adult such as a teacher, Lead School Administrator, or other school official.

- Help the person being bullied: create a distraction to focus attention on something else; try helping the person who is being bullied leave the scene by telling him/her that you need them to play a game or that an adult needs to see them, etc.
- Don't give bullying an audience: bullies are often encouraged by the attention they receive, so don't support them by watching.
- Set an example: do not bully others; don't encourage bullies; create posters against bullying; join an anti-bullying club; tell a bully that ~~his/her~~their actions are not funny.
- Be a friend to the person being bullied.
- Spend time with the person being bullied: talk to them; listen to them; tell them you think that bullying is bad; tell them to talk to a trusted adult for help.

The school's expectation is that student bystanders will report bullying to a school official or other appropriate adult in a timely manner. If it comes to the attention of the school leadership or staff that a student bystander did not report bullying, the school will initiate a conversation with the student regarding the school's expectations for bystanders to report bullying. Second and subsequent occurrences of non-reporting of bullying may subject the student to more serious disciplinary action.

Any student who is actively involved in bullying, may be subject to disciplinary action for bullying as described in *Section 9.3 Discipline and Due Process for Students* in this Supplement.

Student Assistance Program (SAP)

Reach will maintain a Student Assistance Program (SAP) to identify, intervene, refer and monitor students having school related programs because of drug, alcohol, and/or mental health issues, and other barriers to learning.

What is Student Assistance Program (SAP)?

The Student Assistance Program is a voluntary, systematic intervention process for students at risk by a team of trained, professional school personnel and community agency liaisons.

The **mission** of Reach's Student Assistance Program is to identify, intervene, refer, and monitor students having school related problems because of alcohol, drug, and/or mental health issues, and other barriers to learning.

The **primary goal** of the Student Assistance Program is to help students overcome those barriers in order that they may be more successful academically.

The SAP Team is committed to the utmost confidentiality in all aspects of the intervention process. Matters brought before the team will not be shared outside of the team, unless there is a professional/parental need to know. Parent permission is obtained before any student is interviewed by a team member. In situations where the health, safety, or welfare of a child is at risk, the SAP team is obligated to notify proper authorities.

Who is involved?

The **core of the program** is the Student Assistance Team comprised of teachers, administrators, school counselor, school nurse, and outside consultants trained to work with students.

How does SAP work?

The Student Assistance Team receives referrals from parents, students, teachers, administrators, and other concerned school personnel. Referrals are made by contacting any member of the SAP team. A list of the SAP team members can be obtained by contacting the school. Students can refer themselves.

What happens after a confidential referral?

After receiving a referral, team members gather information from other staff members who have had contact with the student. An informal team meeting is convened to determine the status of the referral. Parents are then contacted and asked to provide written consent before SAP services are initiated, and if consent is given, parents will be asked to provide similar information on the child. Parents or a student can decline participation in SAP at any time – the program is voluntary.

After compiling all information provided, the SAP team will then determine if recommendations for further services is necessary. The recommendations could be a conference with a SAP member or a request for an assessment provided by a trained specialist from a drug and alcohol or mental health agency. These specialists work with the team members to recommend

appropriate action for that individual student. The team monitors and provides support for the student throughout the process.

Drug and Alcohol Abuse Policy

Drugs and alcohol are prohibited at all school sanctioned events and in all Reach buildings.

Drug and alcohol abuse among young people is a major problem confronting our society and our community. For this reason a clear policy on drug and alcohol abuse is established for the students of Reach.

It is generally agreed that the most meaningful approaches to drug and alcohol abuse involve cooperative efforts on the part of students, Caretakers, the school, community and social agencies. Furthermore, the best contribution schools can make is to provide positive, meaningful learning and the development of an educational program of value for each individual student.

Students attend school so that they may develop to their fullest potential. Reach recognizes the need to manage and treat the problem of drug and alcohol abuse and plans to take appropriate measures to prevent the problem of such abuse and support the establishment of a SAP. The purpose of the SAP is three-fold:(1) to identify students who are having problems because of drug/alcohol use or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) to refer those students for appropriate help.

The SAP is not a treatment program. It seeks to improve identification of students who exhibit forms of "at risk" behavior, such as suicidal intent, depression, drug and alcohol use and abuse. It also provides for intervention by making referrals to outside agencies.

I.   **DEFINITIONS**

Controlled Substances (Drug /Mood altering Substance/Alcohol): Controlled substances, including but not limited to, alcohol, drugs, narcotics, and/or other health endangering compounds which include but are not limited to: alcohol, alcoholic beverages, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue solvent-

containing substances, anabolic steroids, "look alike" drugs, prescription or over the counter drugs when in possession is unauthorized or such inappropriately used or shared with others, and all controlled substances identified in the following laws: Comprehensive Drug Abuse Prevention and Control Act of 1970 (P.L 91-513), the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, Act of April 14, 1972 (P.M. 233, No. 64) as amended; and The Controlled Substance, Drug, Device and Cosmetic Act (P.S. 780-101, et. seq.)

Look-alike Drugs: Substances manufactured or designed to resemble - 1) drugs; 2) mood-altering substances; 3) narcotics; or 4) other health endangering compounds

Under the Influence: A student shall be considered "under the influence" if ~~he/she~~they have ~~has~~ consumed a controlled substance within a time period reasonably proximate to ~~his/her~~their presence on school property, on a school designated vehicle, or at a school sponsored function (i.e., field trips, state testing)

Student Assistance Program (SAP): A multidisciplinary team that includes teachers, administrators, and counselor. This team is trained to understand and work with adolescent drug/alcohol/mood-altering substance use, abuse, and dependency. The team's primary role is to identify, intervene, and refer for treatment any student who is suspected of engaging in drug/alcohol/mood-altering substance use, abuse, possession, and/or distribution.

Coordinator of Student Assistance Programs and Services: A certified program specialist with an expertise in the areas of social restoration and student high-risk behaviors.

Distribution: To deliver, sell, pass, share, or give to another person, or to assist in distribution of any alcohol, drug, or mood altering illegal substance; actual, constructive, or attempted transfer from one person to another of any alcohol, drug, or mood-altering substance.

Active Possession: To possess or hold without attempt to distribute, any alcohol, drug, or mood-altering substance.

Constructive Possession: A person's knowing joint control and/or access with other persons to any alcohol, drug, or mood-altering substance.

Cooperative Behavior: The student's willingness to reasonably and helpfully work with staff and school personnel, and to comply with Student Assistance Program requests and recommendations.

Uncooperative Behavior: The student's resistance or refusal (verbal, physical, or passive) to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit, and flight are examples of uncooperative student behavior. Uncooperative behavior includes, but not by way of limitation, refusal to comply with Student Assistance Program requests and recommendations.

Drug Paraphernalia: Includes any equipment, utensil or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes and bowls, and includes all items as defined as drug paraphernalia in Section 102 of the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, 35 P.S. 780-102, as amended.

VIOLATION OF POLICY

This policy is violated when any student, visitor, guest or any other person unlawfully manufactures, uses, abuses, possesses, constructively possesses, is under the influence of, distributes, or attempts to distribute drugs, alcohol, or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities utilizing transportation approved by the Reach, or who conspires, aids, or abets in the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood-altering substances.

Discipline, Rehabilitation, and Punishment

Any student who violates this policy shall be subject to the following disciplinary, rehabilitative and punitive actions. The school reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of drugs, alcohol, and other mood-altering substances even if the same is not provided for specifically in any rule or regulation enumerated herein.

Drug and Alcohol Policy

A student possesses drug-related paraphernalia and/or a student possesses (actively or constructively), uses, or is under the influence of drugs, alcohol, or mood-altering substances.

First Offense:

1. An administrator shall immediately contact the student's Caretaker(s).
2. An administrator shall contact law enforcement authorities.
3. If necessary, an administrator shall schedule an informal hearing.
4. If after the informal hearing the administrator determines the offense has been committed by the student, the administrator may:
    a. suspend (suspension as defined in Section 9.3 of this Supplement) the student for seven (7) days;
    b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense.
5. Uncooperative behavior will lead to an additional three days of suspension.

Subsequent Offense(s):

1. The Lead School Administrator shall contact the student's Caretaker(s) and request that they report to the Lead School Administrator's office or conference via telephone if appropriate immediately.
2. The Lead School Administrator will contact law enforcement authorities.
3. The Lead School Administrator may schedule an informal hearing in accordance with Section 9.3 Due Process of this Supplement.
4. If after the informal hearing the Lead School Administrator determines the offense has been committed by the student, the Lead School Administrator may:
    a. suspend the student for up to ten (10) school days;
    b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;

c. have the option of requesting a formal disciplinary hearing to be scheduled before the Board, or a committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code based on the findings of fact.

If a student distributes a drug, alcohol, or mood-altering substance:

1. The Lead School Administrator shall contact the student's Caretaker and request that they report to the Lead School Administrator's office or conference via telephone if appropriate immediately.

2. The Lead School Administrator may schedule an informal hearing in accordance with Section 9.3 Discipline and Due Process for Students in this Supplement.

3. If after the informal hearing the Lead School Administrator determines the offense has been committed by the student, the Lead School Administrator may:

    a. suspend the student for up to ten (10) days;

    b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;

    c. request a formal disciplinary hearing to be scheduled before the Board, or Committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code.

9.3 Discipline and Due Process for Students

All students enrolled in Reach are expected to conduct themselves in accordance with the rules for the school, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the U.S. Constitution.

Discipline Measures

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will continue to have access to Connexus.

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, ~~he/she~~they are ~~is~~ temporarily removed from class (Connexus) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the Lead School Administrator, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with ~~his/her~~their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as ~~his/her~~their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.

- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as ~~his/her~~their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.

- *Unexcused absences:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.

- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.

- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.

- *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.

- *Intimidation:* A student who engages in behavior intentionally meant to cause another person to fear harm or injury, be frightened into submission or compliance, or to feel a sense of inferiority.

- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.

- *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).

- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.

- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violence within a dating relationship*: a student who attempts to maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, emotional, and/or mental abuse.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues.*

3. Expulsion

When a student is expelled, ~~he/she~~they are ~~is~~ separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others: possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

For those students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions. The student will continue to receive FAPE

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

An informal hearing will be convened with the student, Caretaker, Lead School Administrator and other staff members as appropriate. The Lead School Administrator will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present ~~his/her~~their version of the occurrence. If the Lead School Administrator determines that the incident(s) justifies suspension, written notice will be provided to the student and ~~his/her~~their Caretaker. The student will be provided all due process as required by law.

Suspension of over 10 days, or an Expulsion

If the school determines that a student's conduct may warrant expulsion, the Lead School Administrator will provide written notice to the Caretaker of the student of ~~his/her~~their determination and the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present ~~his/her~~their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. After the hearing, the Lead School Administrator will make a recommendation for or against expulsion to the Board. Once the Board rules on the expulsion, the Lead School Administrator and/or the Board will provide notification to the student and Caretaker of the Board's decision and discipline determination. The decision of the Board is final.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, ~~he/she~~they will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 total days or 15 cumulative days in a school year, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined

that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

9.4 Academic Honesty

Plagiarism

Reach requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as ~~his/her~~their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

First Offense

The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student's teacher will contact the student to explain to the student the specific reason(s) why the work submitted is considered plagiarism, and will discuss with the student how to avoid plagiarizing again. The student will be required to resubmit the question/assignment with original work. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Second Offense

The second time a student is caught plagiarizing, ~~he/she~~they will be required to redo the question/assignment, but can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Third Offense

The third time a student is caught plagiarizing; ~~he/she~~they will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism by a student may result in a recommendation by the Lead School Administrator that the student be determined to be a repeat violator of school policy and a disruption of school discipline. Such recommendation may result in a determination to suspend or expel the student as outlined *Section 9.3 Discipline and Due Process for Students* in this Supplement.

Cheating

Reach requires students to complete all assessments (i.e. tests, quizzes, and quick checks) individually without the aid of, but not limited to: (a) the internet, (b) textbook(s), (c) a Learning Coach, (d) or other students. In addition, assignments other than tests, quizzes, and quick checks must be the student's original work. NOTE: It is not allowable for students to submit work through their Learning Coach's account.

First Offense

The first time a student is determined to have cheated on any assignment, the student will receive a zero for that assignment or assessment without the opportunity to make it up.

Second Offense

The second time a student is caught cheating, ~~he/she~~they will be required to attend a conference call with a teacher and the Lead School Administrator.

Third and Subsequent Offenses

The third time (or subsequent times) a student is caught cheating, ~~he/she~~they may be required to complete the assignment/assessment in the school office under the supervision of a teacher.

9.5 Grievance Process for Caretakers

The school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Parent/Legal Guardian Agreement (PLCA) and the School Handbooks and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and students adhere to their responsibilities stated in the PLCA and the School Handbooks, and when necessary, will discipline, suspend, or expel a student, invoice, refer to collections, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing, obtaining property under false pretenses, failure to return materials, or violating the materials and equipment policies.

Caretaker Remedies

If a Caretaker has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, ~~he/she~~they have ~~has~~ the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at a lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a Caretaker feels that there has been unlawful discrimination on the basis of gender, race, ethnicity, or on the basis of disability, or when there are allegations of sexual abuse or any other unlawful misconduct on the part of the school or its ~~employees~~staff, then the parent must activate the grievance procedures set out below and can directly report the complaint to the Lead School Administrator.

If charges are brought against a student for a breach of the PLCA, which could result in a suspension of up to ten (10) days or an expulsion, the due process procedures in the *Discipline* and Due Process for Students section of this Supplement are to be followed.

Grievance Process

1. A Caretaker with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with ~~his/her~~their supervisor and respond to the Caretaker within a reasonable time period.
3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the Lead School Administrator. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff members, if necessary, within a reasonable time period.

If either party does not resolve this grievance, the Caretaker should then request a meeting with the Board, in writing, at least five (5) days before the regularly scheduled Board meeting. The contact information for the school Boards parent representative is set out in the contacts section of the handbook. Caretakers should contact the President of the Board with any concerns related to the grievance process or due process for a student. The Caretaker may also contact the PDE.

Student and ~~Employee~~ Staff 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.

10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

10.2.2 Technology Provided

Reach will provide each student with the following:

- One laptop computer per student in grades K–12 with appropriate hardware and software for accessing the educational program and ensure the online safety of students.

- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.

Note: the most current information can be found in the Hardware and Connectivity section of your school-specific homepage.

10.2.5 Use of the Internet

~~Internet~~ Information Technology Subsidy~~Reimbursement~~

Families will arrange for ~~I~~internet service for their students to attend school. The school will issue subsidies to assist with the cost of ~~I~~internet service and printer ink. The subsidy will be equal to $40.00 a month, but will be paid out three times during the year through a third-party vendor contracted through Connections Education, LLC.. If the disbursement schedule would create a family hardship, the family should request an alternative disbursement schedule to remove the hardship.

If a family lives in an area that receives limited or poor ~~I~~internet connections or needs assistance in arranging ~~I~~internet service, please contact the school.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, ~~Reach will ensure the~~ families qualify for a subsidy over the ~~are reimbursed for Internet expenses over the~~ two summer months.

~~In order for~~For the household to receive the payment, the following information is provided to the third party vendor contracted to issue the debit cards: payee name, email address, and mailing address. No other information will be provided to such third party vendor. If the family starts school after the first day of any of the payment periods, then the payments are prorated. Families must be enrolled at the time of the disbursement in order to be eligible. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Issuing Schedule

Debit Card Number	Approximate Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1 (Fall)	November 25	December	September, October, November
2 (Winter)	February 25	March	December, January, February
3 (Spring)	May 25	June	March, April, May
4 (Summer)	July 25	August	July and August

~~Families must be enrolled at the time of the disbursement in order to be eligible. Families who enroll after the beginning of one of the payment periods will receive a pro-rated payment.~~

Internet Safety Policy

It is the policy of REACH Cyber Charter School ("the school") to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information
- comply with the Children's Internet Protection Act ("CIPA') (Pub. L. No.106-554 and 47 USC 254 (h).

To the extent practical, technology protection measures (or "Internet filters") shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbook, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The School will provide age-appropriate training for students who use Connections Academy's Internet facilities. The training provided will be designed to promote Connections Academy's commitment to the standards and acceptable use of Internet services, as set forth in the School's handbook and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by the Board of REACH Cyber Charter School at a public meeting, following normal public notice, on September 21, 2016.

APPENDIX I: HOME LANGUAGE SURVEY

pennsylvania
DEPARTMENT OF EDUCATION

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

Pg 69 of 114

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.

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.

☐ **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

Notify receiving school of placement

Review of academic records (see note B)

Determine if student has LIFE

NO

Initiate active service record in district SIS

YES

Evidence of English proficiency?

Determine program based on ELP level (see note C)

Assign student to EL program

NO

NO

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

Provide parent with program description

Parent refuses placement? — NO — YES

Pg 78 of 114

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.

Appendix D

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 <u>four </u>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.	

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	

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.

Pg 105 of 114

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:

Notes:

ESL Teacher/Coordinator Signature: ESL

Teacher/Coordinator Printed Name:

Appendix E

Reclassification Cover Sheet

(for ELs with an IEP only)

Studen

t

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 <u>four </u>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:

REACH CYBER CHARTER SCHOOL

FISCAL CONTROLS

Date of Approval:	9/4/2015

Purpose

The Board believes in implementing and following fiscal management practices to ensure that the School's funds are appropriately managed in order to support the School's mission and avoid any liability that could be attributed to the Board resulting from mismanagement.

Policy

School funds will be budgeted, accounted for, expended, and maintained in an appropriate fashion and in accordance with Federal and State requirements. The following procedures have been established to facilitate this.

Procedure

A. Budgets

Working with Connections Academy, LLC[3], its educational services provider, and the School's Business Manager, the School's Treasurer will coordinate the preparation of an annual operating budget with estimated revenue and expenditures in the spring prior to May 1 for the following fiscal year, defined as the twelve-month period ending June 30, unless otherwise required by law or other contract. The Board shall plan to review and approve the budget prior to May 1 of each year. Working with Connections Academy, LLC, the Business Manager will prepare a fiscal year forecast based upon updated assumptions before the opening of the new School year. Approved annual operating budgets will be submitted to the all appropriate entities required by law in the format required by statute and/or regulation and by required deadlines.

Approved budgets will be used to monitor the financial activities of the year via the monthly financial reports. In addition, working with Connections Academy, LLC, the Business Manager, as necessary, will prepare cash flow analysis, and budget projections, and budget revisions, for upcoming fiscal years for review.

As part of the budget process, and/or at the time of hiring or increasing the compensation of the Principal Chief Executive Officer (CEO) of the School, the Board will review a comparison of salaries for chief executives (principal, director, administrator, etc.) at other similar schools and make a determination, to be recorded in the minutes of the Board, that the proposed compensation is reasonable.

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[3] Connections Academy LLC is the current educational services provider. This function would be carried out by the new provider upon a change in the provider.

B. Controls, Budget, and Fiscal

The School will maintain the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the School's funds are managed and held in a manner that provides a high degree of protection of the School's assets, and (3) all transactions are recorded and documented in an appropriate manner:

1. Segregation of Duties

The School will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. These expenditures will primarily be those expenditures not covered under the monthly invoice from Connections Academy, LLC. The monthly invoices from Connections Academy, LLC will be approved and/or ratified by action of the Board. All proposed expenditures must be approved by the Principal Proposed expenditures that are not preapproved via Board action of a contracted amount shall be approved by the CEO or designee, who will review to determine whether it is consistent with the Board-adopted budget, and sign the check request form or approve the invoice. All check requests and purchase orders over One Thousand ($1,000) Dollars must be co-signed by two Board Members who have been approved as a signatory on the School's checking account. An approved signer on the account, typically the Business Manager, will sign or otherwise approve purchase orders, check request forms, credit card expenses, or invoices. All check requests or purchase orders over Ten Thousand ($10,000) Dollars must be co-signed by two appropriate designees who are either approved as a signatory on the School's checking account, or serve on the School's Senior Leadership Team. All checks over Twenty Thousand ($20,000) Dollars must be co-signed by either the Board President or Board Treasurer. Dual approval through electronic methods is also acceptable. Payments for invoices for operational services contracted by the School, and previously approved by the Board, including those for services provided by Connections Academy, LLC, do not need to be countersigned or dually approved. Payments for invoices for operational services contracted by the School, and previously approved by the Board, to be paid via electronic funds transfer may be completed by an approved signatory on the School's checking account pursuant to the completion of the electronic funds transfer approval policy. For all funds transferred electronically, a confirmation will be performed by the signatory to validate the funds are in receipt by the vendor within 24 hours.

All transactions will be posted on an electronic general ledger by the Business Manager or Business Office staff. a bookkeeper or Treasurer until the school has a bookkeeper. This ledger will be maintained either with a local contracted bookkeeper or Treasurer until the school has a bookkeeper, or with Connections Academy, LLC. To ensure segregation of recording and authorization, the bookkeeper or Treasurer may not co-sign check requests or purchase orders.

2. **Banking Arrangements/Reconciliation**

The School will maintain its accounts at a federally insured commercial bank or credit union in the State of operation as approved by the Board in compliance with the respective state law. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks in accordance with these policies. Bank statements from private banking institutions will be sent directly to the School's bookkeeper or Treasurer if none, for reconciliation. A report of the reconciliation will be provided to the Board Treasurer on a monthly basis.

3. **Purchasing Procedures**

This section applies to purchases made by the School, and does not apply to purchases made by Connections Academy, LLC pursuant to the Professional Services Agreement with the School. All purchases over ~~Five Thousand ($5,000)~~ Ten Thousand ($10,000) Dollars must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Business Manager ~~Chair~~ shall not approve purchase orders or check requests lacking such documentation and must comply with the School's Procurement Policy. Documentation shall be attached to all check and purchase order requests showing that at least two (2) vendors were contacted and such documentation shall be maintained for three (3) years. If specialty goods are not available through multiple vendors, documentation may include this information in lieu of a cost comparison.

No public funds shall be expended for the purchase of alcoholic beverages.

The CEO ~~Principal~~ or designee may purchase supplies, materials, equipment, and services up to the amounts specified in the approved budget or per an approved Board action, while ensuring the above procedures are followed.

4. Electronic Funds Transfer (EFT) for Vendors

For any new vendor requesting payment by outgoing transfer from the School's checking account, the vendor and corresponding invoice must be reviewed and approved by the Principal to validate the authenticity of the vendor and related service or product invoiced to the school. Once approved by the Principal, the vendor and electronic funds transfer (EFT) instructions must be reviewed and approved by the School Board Treasurer or Board Chair to validate the accuracy and authenticity of the vendor and EFT instructions prior to the wiring of any outgoing funds. For any pre-existing vendor receiving outgoing EFTs for invoice payment and requesting a change in EFT instructions (i.e., to a new bank account or banking institution), the new EFT instructions must be verbally confirmed with the vendor by the Treasurer. Once confirmed, the details will be reviewed and approved by both the Treasurer and Board Chair to validate the accuracy and authenticity of the EFT instructions prior to the wiring of any outgoing funds.

4.5. Record Keeping

Transaction ledgers, invoices, receipts, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by a local contracted bookkeeper or by Connections Academy, LLC, in accordance with state law and as required in the professional services agreement signed by the School in a secure location for at least seven (7) years as set out in the Records Retention Policy, or as long as required by applicable law, whichever is longer. Appropriate back up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the School.

5.6. Fixed Assets

The local contracted bookkeeper or Connections Academy, LLC shall establish and maintain and regularly update a listing of all computers, equipment and furniture purchased by the School of a value of over One Thousand ($1,000) Dollars. This list shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the School's assets. The School shall maintain a segregated list of assets that were purchased with non-public funds, where applicable.

6.7. Cash Collections

All incoming checks or cash will be verified and entered into a deposit log in accordance with any internal control procedures developed by the school. All checks will be restrictively endorsed promptly. Receipts will be issued upon request. When checks are taken for deposit, the person taking the checks will sign a separate log with the date and total amount taken for deposit. The deposit log will be provided to the person reviewing the bank statements for comparison with the deposit record on the bank statements. All cash and checks will be kept locked in the School office prior to deposit. Deposits should be made as soon as possible on receipt of checks and/or cash and with a target of within twenty-four (24) hours of receipt.

7.8.   Attendance Accounting

The Principal will establish and maintain an appropriate attendance accounting system to ensure the School receives appropriate attendance credit. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with applicable state regulations.

8.9.   Annual Audit

The Board shall annually contract for the services of an independent public accountant to perform an annual fiscal audit in compliance with State law. The audit shall cover the business of the School during the full fiscal year; be a financial audit conducted in accordance with generally accepted auditing standards; and, include, but not be limited to, (1) an analysis of the School's compliance with applicable laws and regulations; (2) any recommendations for improvement by the School; (3) any other comments deemed pertinent by the auditor, including the auditor's opinion regarding the financial statements; (4) an audit of the accuracy of the School's financial statements, (5) an audit of the School's attendance accounting records, and (6) an audit of the School's internal controls practices. If the School receives over ~~Five Hundred~~ Seven Hundred Fifty Thousand ($~~500~~750,000) Dollars from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit shall be completed and submitted to the Board for review at a public meeting as soon as reasonably possible following the close of the fiscal year for which the audit is conducted and as mandated by state, charter or other law. Copies of the Audit will also be forwarded to any entities or public agencies, as required by the respective state's Charter School law, the charter and state regulations.

The Audit engagement and review process may be conducted by the Board's Audit/Finance Committee on behalf of the Board.

9.10.   Fiscal Reports

Working with Connections Academy, LLC[3], its educational services provider, ~~T~~the following reports will be prepared for the School~~, maintained by Connections Academy, LLC~~ by the Business Manager on a monthly basis, and reported to the Board and/or its Treasurer:

- Revenue and Expense Statement and supporting schedules for the current fiscal year – showing actual results for the months already past and forecasts for future months
- Balance Sheet
- Connections Academy, LLC Invoices – showing the fees for the month, drawn off of the revenue and expense statement and the accounts payable detail report

The following reports shall be made available to the Board and/or its Treasurer upon request:

- Bank Reconciliation – listing all of the deposits and withdrawals for the period under review with descriptive headings
- Accounts Payable Detail – showing the vendor name, the invoice amount, who paid the invoice, and when; in addition, the Board Treasurer will receive a copy of all invoices on this schedule
- Payroll Registers if applicable
- Enrollment & Attendance Reports – showing the demographic makeup of the

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students who have enrolled in the School as well as other related statistical data

10.11. Property and Liability Insurance

Connections Academy, LLC shall ensure that the School retains appropriate property and liability insurance coverage in accordance with the respective state law. Board Directors and Officers liability insurance shall also be obtained. Insurance will be kept in force at all times with any minimum limits as outlined in the charter, state law, and professional services agreement between the School and Connections Academy, LLC.

11.12. Contract Signing Authority

Unless otherwise authorized or designated by the Board, all contracts entered into by the School for a monetary amount over Five Thousand ($5,000) Dollars shall require the signature of the ~~President~~ CEO, or designee. All other ~~R~~routine contracts for the operation of the School ~~such as for field trips, state testing proctors and testing sites, janitorial services etc.~~ in a monetary amount of less than Five ~~Two~~ Thousand ~~(2,000)~~ ($5,000) Dollars ~~will be signed by the two signers~~ may be signed by a member of the School's Senior Leadership Team. All orders for payment of money to a member of the Board may only be drawn for travel expenses, or subsistence allowances.

12.13. Corporate Tax Returns

The Board will annually engage someone to prepare and submit the annual tax returns (Form 990) for the corporation. The Board (and/or the Audit/Finance Committee of the Board) will annually review its policies and practices to be sure it is complying with any regulations or requirements of the Internal Revenue Service. Prior to submission of the tax returns, the financial consultants and/or staff of the school will review the tax returns for accuracy. Following completion of a final draft of the tax returns, the Board will review and approve the returns at a meeting prior to the submission deadline. Appropriate extensions may be filed when needed.

Typically, an annual extension from the November deadline to February is expected as the annual audit has not been conducted prior to November 15. Other extensions may be filed if necessary to allow for Board review of the tax returns prior to submission.

13.14. Petty Cash

At the direction of the Board, a petty cash fund, not to exceed Three Hundred ($300) Dollars, may be established with an appropriate ledger to be reconciled monthly by the independent bookkeeper or Treasurer, who shall not be authorized to expend petty cash.

14.15. Communication

Communications containing confidential information will be sent to Board Treasurer via an encrypted email process requiring unique login credentials.

Related Documents
Records Retention Policy, Board Designee Policy, Check Request Form, Purchase Order Form
Conflict of Interest Policy

BUSINESS SERVICES AGREEMENT
BETWEEN
REACH CYBER CHARTER SCHOOL
AND
CHARTER CHOICES, INC.

THIS BUSINESS SERVICES AGREEMENT (this "**Agreement**") is made as of July 1, 2019 (the "**Effective Date**") by and between **REACH CYBER CHARTER SCHOOL, INC.**, a Pennsylvania non-profit corporation ("**Charter School**" **or "School"**), and **CHARTER CHOICES, INC**, a Pennsylvania Corporation.

I.   Background

WHEREAS, the Charter School provides education to students in the Commonwealth of Pennsylvania through the operation of a cyber charter school; and

WHEREAS, Charter School desires to engage Charter Choices for the term specified herein to provide certain business services to the Charter School; and

WHEREAS, Charter Choices desires to provide certain business services to the Charter School; and

THEREFORE, in consideration of the premises and the mutual covenants and benefits contained herein, and intending to be legally bound, Charter School and Charter Choices hereby agree as follows:

II.   Services

Consistent with both the Charter School's Charter and the Commonwealth of Pennsylvania's Charter School Law, and any amendments hereto, as well as regulations promulgated pursuant thereto by the Commonwealth of Pennsylvania, Department of Education applicable to Pennsylvania Charter Schools, the Pennsylvania School Code of 1949, and any and all other federal, state and local laws, rules, regulations, ordinances, codes, orders and directives of any governmental body, office or agent thereof, and all permits, licenses and governmental standards, applicable to the Charter School or its operations, Charter Choices shall perform the following services:

- **Internal Reporting, Budgeting and Audit.**

  o   When requested by the School, Charter Choices will work with the School to support the preparation of the School's annual budget. For purposes of this provision, the request may be made by the School's Administration as well as the Board Treasurer and/or Finance Committee.
  o   Generate ad hoc analyses, as needed, to provide School administration and/or the Board of Trustees with actionable financial information.

- o Work with the School to prepare audit work papers for the fiscal year end and work with auditors to complete the audit engagement.
  - o Attend board meetings as requested.
  - o Work with the school to support the requests of outside agencies (including, but not limited to the Pennsylvania Auditor General, Pennsylvania Department of Education (the "Department") and other relevant agencies).

- **District Billing Services.** Charter Choices will assist the School with the billing of school districts ("district" or "districts")and the Department for per pupil allocations as required by Charter School Law and in accordance with district or Department policies and/or procedures.
  - o Such billing will be generated using the Virtual Student Management System (VSIMS);
  - o Charter Choices will be responsible for sending monthly school district billing to the school districts of residence of Charter School's students;
  - o The Charter School will provide student information to Charter Choices, which is then responsible for entering said student information in VSIMS.
  - o At the School's direction, Charter Choices will be responsible for billing the Department for districts that are delinquent and for district which refuse to pay the Charter School directly.
  - o Charter Choices will make every reasonable effort to collect balances due from the districts and PDE.
  - o District and Department payments will be recorded by Charter Choices into VSIMS.
  - o After the last day of school of Charter School's school calendar, Charter Choices will generate a reconciliation report based on average daily membership (ADM). Charter Choices will send this reconciliation report to the applicable districts.
  - o Charter Choices will provide training to school level administrative staff to generate applicable revenue and receivable reports and record monthly journal entries.
  - o Charter Choices will provide school level administrative staff with read-only access to VSIMS.

- **Pennsylvania Department of Education, Federal Grant, and Tax Reporting.** Working with the appropriate School management, Charter Choices will:

  - o Based on the final audited trial balance, CC will assist with the preparation of the Annual Financial Report (AFR; PDE-2057).

o Review the auditor prepared federal form 990 prior to submission. In the event that such review reveals inaccuracies, Charter Choices will provide notice to the Treasurer of the Board as well as School Administration.

- **Client Support.** Charter Choices will provide ad hoc support to the School in areas of financial management and internal controls. Structured support will be organized around annual goals for Charter Choices' work with the school developed based on survey responses and discussions with school administration and the Board.

  o Upon request, assist school administrative staff with funding, budgeting, strategy, fiscal control, and other operational and financial questions and issues.
  o Advise School management and the Board of Trustees on fiscal and operating procedures and control policies and assist in developing and implementing the same.
  o Recommend cost-cutting and revenue-maximization strategies and assist management and the Board in the evaluation of alternative vendors, programs and policies.

III.   **Term**

The term of the engagement will be July 1, 2019 – June 30, 2020, subject to the termination provisions below.   This Agreement will automatically renew for three-year terms if written notice of non-renewal is not provided by April 30, 2020 and every second April 30th thereafter. This Agreement shall be executed along with the annexed **Exhibit A** "Proposal for Service," provided herewith and incorporated by reference herein. In the event of any conflict between this Agreement and the annexed Exhibit A, this Agreement shall control.

IV.   **Costs of Services; Payment**

A.   **Services**

1.   The costs for proposed services, excluding ad hoc client support, will be based on student enrollment each month.

a.   **Internal Reporting, Budgeting and Audit -** $1.00 per each student enrolled at the end of each month from July through June of 2019-2020 school and each school year thereafter upon renewal of this Agreement, subject to the provisions herein.

b.   **District Billing Services** - $6.00 per each student invoiced for the months of from July through June of 2019-2020 school and each school year thereafter upon renewal of this Agreement, subject to the provisions herein.

   c. **PDE, Federal Grant, and Tax Reporting and Client Support and Ad Hoc Services -** will be billed at Charter Choices standard hourly rates as described in the hourly rates sheet attached as Exhibit A and which range from $75 an hour but no more than $175 an hour, subject to the provisions herein. Charter Choices will obtain written approval from the School prior to providing this support.

   B. For any years beyond 2019-20, the rates shall be adjusted upwards each year based on the greater of 2% or the change in the May annual CPI-U for the Mid-Atlantic Region, as published by the Federal Bureau of Labor Statistics.

   C. Terms of Payment

1. Charter Choices shall bill the School for the Services within seven (7) days of the date that the Services are performed in accordance with the School's billing procedures.
2. Invoices will be reviewed by School administration and presented to the Board of Trustees for approval of payment at the next officially noticed public board meeting.
3. Payment shall be remitted to Charter Choices within seven (7) days of board approval.
4. Invoices for services generated by Charter Choices based on the average daily membership ("ADM") shall be based on the final ADM using the school district invoice reconciliations.
5. Expenses - Charter School will reimburse Charter Choices for postage costs.

V. TERMINATION - This Agreement shall be subject to termination prior to the scheduled expiration date, as follows:

(a) **By Charter Choices**. Charter Choices may terminate this Agreement prior to the end of the term in the event that the Charter School fails to remedy a material breach within 30 days after written notice from Charter Choices. A material breach includes, but is not limited to (i) the Charter School's failure to pay any fee or reimbursement as required by the terms of this Agreement, or (ii) an act or omission by the Charter School that causes Charter Choices to be unable to perform its material obligations under this Agreement. Termination by Charter Choices will not relieve the Charter School of any obligations for payments outstanding to Charter Choices as of the date of termination.

(b) **By the Charter School**. The Charter School may terminate this Agreement prior to the end of the term specified in Article II in the event that Charter Choices fails to remedy a material breach of this Agreement within 30 days after written notice from the Board. A material breach by Charter Choices includes, but is not limited to: (i) a material failure to perform duties listed in the agreement, (ii) Charter Choices' failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, Act 22, and applicable laws and regulations, (iii) failure to perform any of the specific duties set forth in this Agreement which Charter Choices fails to remedy within 30 days after written notice from Charter School, (iv)

any act or omission of negligence that causes the Charter School to materially breach the Charter or any of the Charter School's other material contractual obligations in any way which Charter Choices fails to remedy within 30 days after written notice from Charter School. Termination by the Charter School will not relieve the Charter School of any obligations for payments outstanding to Charter Choices as of the date of the termination. Notwithstanding the foregoing, the Charter School shall have the right (assuming that Charter Choices otherwise has no continuing liability, contingent or otherwise, to third parties under contracts entered into by Charter School) to terminate this Agreement at any other time without cause by tendering to Charter Choices payment of the present value (discounted at eight percent per annum) of the remaining Fees specified in this Agreement. If the Charter School provides Charter Choices with an intention to not renew this Agreement by April 30, 2020 the Charter School will only be responsible for payment of any remaining fees for work performed during the term and not for the present value of the renewal term.

(c) **Termination of the Charter**. This Agreement will terminate upon the Charter School's ceasing to be a party to a valid and binding charter. Termination pursuant to this paragraph will not relieve the Charter School of any obligations for payments outstanding to Charter Choices as of the date of termination.

a. Any notices of termination of this Agreement shall be given to the other Party via hand delivery, certified or registered mail, or expedited delivery services such as Federal Express, as follows:

If to the School:

Board President AND Chief Executive Officer
Reach Cyber Charter School

Harrisburg, PA

With a Courtesy Copy to:

Patricia A. Hennessy, Esquire
Conrad O'Brien, PC
1500 Market Street – 39th Floor
Philadelphia, PA 19102

If to Charter Choices:
222 N. Keswick Avenue
Glenside, PA 19038

VI. Indemnification; Representations and Warranties

A.   Charter Choices will defend, indemnify, and hold the School and its directors, officers, agents, representatives, authorized agents, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees and expert fees) to the extent caused by Charter Choices' breach of this Agreement; its failure to discharge its duties and responsibilities set forth herein, the tortious, criminal, negligent, grossly negligent, and willful misconduct of Charter Choices' officers, employees, authorized agents that it furnishes to the School in the discharge of its duties and responsibilities described herein.

B.   The School will defend, indemnify, and hold Charter Choices and its directors, officers, agents, representatives, authorized agents, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees and expert fees) to the extent caused by the School's breach of this Agreement; its failure to discharge its duties and responsibilities set forth herein, the tortious, criminal, negligent, grossly negligent, and willful misconduct of the School's officers, employees, and authorized agents, in the discharge of its duties and responsibilities described herein.

C.   Representations and Warranties of Charter Choices. The representations and warranties made by the Charter Choices in this Article VI are material representations and warranties upon which the Charter School has relied in entering into this Agreement. The Charter Choices represents and warrants:

1.   That Charter Choices and its employees possess the skills, qualifications, experience, licenses, certifications, and clearances necessary to perform adequately the services that it is to supply to the Charter School under this Agreement.

2.   That this Agreement constitutes a valid and binding agreement by Charter Choices, enforceable in accordance with its terms, and that neither the execution of this Agreement nor compliance with any of its terms will violate the terms of any certificate, note, instrument, bond, lease, mortgage, obligation, agreement, understanding, or arrangement to which Charter Choices is a party nor any regulation, law or restriction of any kind to which Charter Choices is subject.

D.   Representations and Warranties of Charter School. The representations and warranties made by the Charter School in this Article VI are material representations and warranties upon which Charter Choices has relied in entering into this Agreement. The Charter School represents and warrants:

1.   The School shall make the appropriate payments to Charter Choices on a timely basis.

2.   The School shall provide accurate and timely information to Charter Choices as to the School's needs and requirements pursuant to this Agreement.

3.   That this Agreement constitutes a valid and binding agreement by the Charter School, approved in a public meeting by the Board, enforceable in accordance with its terms, and that neither the execution of this Agreement nor compliance with any of its terms will violate the terms of any certificate, note, instrument, bond, lease, mortgage, obligation, agreement,

understanding, or arrangement to which the Charter School is a party nor any regulation, law or restriction of any kind to which the Charter School is subject.

VII.   Insurance Coverage.

Each party will maintain workers' compensation insurance as required by law, covering its respective employees. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this agreement. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

VIII.   Limitations of Liabilities.

The Charter School will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations and will not waive any immunities or limitations without the prior written consent of Charter Choices. To the fullest extent permitted by law, the Charter School will waive the defense of governmental immunity in any contractual dispute between the parties.

IX.   Force Majeure.

Neither party shall be deemed in breach of its obligations under this Agreement because of any delay or failure in the performance of such obligations (other than failure to pay money when due) to the extent such delay or failure is due to circumstances beyond the reasonable control of the party experiencing such delay or failure, including but not limited to acts of God; unusually severe weather conditions; strikes or other labor difficulties; war; riots; earthquakes; public disturbances; epidemics; requirements, actions or failures to act on the part of federal, state or local governmental authorities; acts of the other party; inability despite due diligence to obtain required licenses; accident; fire; or damage to, loss of right to or destruction or breakdown of necessary facilities (each and collectively, "Force Majeure"); provided, however, that, (i) the non-performing party gives the other party within one week, or as soon thereafter as practicable, written notice describing the particulars of the Force Majeure; (ii) the suspension of performance is of no greater scope and of no longer duration than is required by the Force Majeure; and (iii) the non-performing party uses reasonable efforts to remedy its inability to perform.

X.   Student Information

The Charter School recognizes that certain student directory information, including name, address and school district of residence information must be provided to Charter Choices pursuant to its responsibilities under this Agreement.   The Charter School also recognizes that it must disclose to Charter Choices the special education status of any student receiving special education from the Charter School as the Local Education Agency under the Individuals with Disabilities Education Act (IDEA)'s special education status in order for Charter Choices to bill resident school district for the statutory special education rate.   The Charter School hereby designates employees of Charter Choices as having a legitimate education interest in the special education status only under the Family Educational Records Privacy Act (FERPA) and agrees that such individuals may have access to directory information and special education status of the Charter School's students in accordance

with FERPA. During the term of this Agreement and thereof, Charter Choices shall comply with FERPA and the regulations promulgated thereunder.

XI.   Miscellaneous.

A.   **Governing Law**. This Agreement shall be governed by and construed under the laws of the Commonwealth of Pennsylvania, excluding choice-of-law provisions, which would direct the application of the laws of another jurisdiction. This Agreement shall not be construed for or against any party. With respect to any lawsuit filed in relation to this Agreement, each Party to said lawsuit shall be responsible for its own attorneys' fees, related costs, and court costs, unless explicitly required by statute.

B.   **Counterparts**. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one instrument.

C.   **Headings.** Titles and headings of the sections of this Agreement are for convenience of reference only and do not form a part of and shall not in any way affect the interpretation of this Agreement.

D.   **Amendment**. No modifications or amendment of this Agreement shall be valid unless in writing and executed by both parties to this Agreement.

E.   **Assignment.** Neither party hereto shall assign or otherwise convey any of its rights, titles or interests under this Agreement without the prior written consent of the other party hereto (which consent shall not be unreasonably withheld).

F.   **Successors and Assigns**. This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective successors and assigns, to the extent that assignment is permitted under this Agreement.

G.   **Other Services**. Nothing in this Agreement shall be construed to prevent or prohibit Charter Choices from providing operating services to any other person, organization or entity.

H.   **Waiver.** The waiver of any breach of any term or condition hereof shall not be deemed a waiver of any other or subsequent breach, whether of like or different nature.

I.   **Not for Benefit of Third Parties**. This Agreement and each and every provision thereof is for the exclusive benefit of the Charter School and Charter Choices and not for the benefit of any third party.

J.   **Authority to Bind**. The undersigned signatories each represent and warrant, independent of the other, and on behalf of the respective party for whom they have executed this Agreement, that they have the authority to execute and deliver this Agreement on behalf of such respective party, and that this Agreement represents the valid and binding obligations of such respective party, and that the respective parties hereto have each taken all appropriate corporate

and Charter School action as is necessary or required for the validity and enforceability of this Agreement.

   K.   Confidentiality. As used herein, "Confidential Information" shall mean all oral or written information, of whatever kind and in whatever form, relating to past, present or future services provided under this Agreement, business or technical information of the Charter School, and any information relating to the Charter School's employees or students and or other matters of business, to the extent as such information is required to be held confidential as a matter of law. Charter Choices agrees that its representatives shall hold any and all such Confidential Information in the strictest confidence. No such information shall be divulged, used, or published at any time, now or in the future, except as is necessary to perform the Services, or as otherwise requested or approved by the Charter School. Charter Choices shall not copy or otherwise reproduce, or permit to be copied or otherwise reproduced, all or any part of any Confidential Information, except to the extent required performing the Services. Charter Choices shall not use any Confidential Information for any purpose other than providing the Services. Charter Choices accepts the responsibility for establishing and utilizing necessary security measures to ensure against copying, disclosure, release or use of any Confidential Information.

   L. Non-Solicitation.

   1.   Non-Solicitation by Charter School. Charter School agrees that it shall not, during the Term or during the one (1) year period following the date of any expiration or termination of this Agreement, employ or retain any person, directly or indirectly, who is employed or has been employed by Charter Choices during the Term, unless consented to in writing by Charter Choices.

   2.   Non-Solicitation by Charter Choices. Charter Choices agrees that it shall not, during the Term or during the one (1) year period following the date of any expiration or termination of this Agreement, employ or retain any person, directly or indirectly, who is employed or has been employed by Charter School during the Term, unless consented to in writing by Charter School.

   3.   Injunctive Relief. The parties agree that the provisions of Paragraph X.L.1 and X.L.2 are vitally essential to the operation of Charter School and Charter Choices and their ability to operate their respective organizations; therefore, in addition to any other rights or remedies at law or otherwise available to Charter School or Charter Choices for the breach of Paragraph X.L.1 and X.L.2, Charter School or Charter Choices as the case may be shall be entitled to injunctive relief.

   M. Child Abuse Clearances and Criminal History Checks.

   1.   Clearances and Checks. Charter Choices shall ensure that any employee, contractor, or agent of Charter Choices shall submit a report of criminal history record information as provided for in Section 111 of the Pennsylvania School Code of 1949 and an official clearance statement regarding child injury or abuse as required by 23 Pa.C.S. § 6354, et

seq. to the Charter School before Charter Choices permits that employee, contractor, or agent to provide services to the Charter School under this Agreement.

2. **Travel to the School**. Charter Choices shall not under any circumstances permit any of its employees, contractors, or agents to travel to the Charter School without first providing Charter School with the documents required under Paragraph 18.1 of this Agreement.

3. **Costs.** Charter Choices shall be solely responsible for the costs of complying with this Article 18 and Charter Choices shall have no claim against the Charter School for any delay or any consequential damages resulting from any delay caused by the requirements of this Article.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement and agree to be bound by the terms hereof. The undersigned have the authority to enter into the Agreement and the Agreement has been or will be ratified by the Board.

Reach Cyber Charter School

By:_____
Name:
Authorized Officer

CHARTER CHOICES, INC.

By:_____
Michael A. Whisman, CPA

Summary

REACH cyber charter school requests $15,000 to partner with OverDrive Education to build an online library for our school. Their student reading app, Sora, would provide access to a school curated collection of ebook titles and audiobooks for students and staff. REACH will be able to provide motivational texts for all grade levels, professional development titles for small-group focused teacher Professional Learning Communities (PLCs), and opportunities for struggling readers to succeed with our curriculum through graphic novels, low-level readers, dyslexia-friendly texts, and audiobooks.

OverDrive

OverDrive is a digital content provider. "Overdrive offers a growing catalog of millions of digital titles from thousands of publishers for children and young adults. This K-12 catalog covers virtually all units of study for both curriculum and literacy engagement." REACH students and staff will be able to access audio and ebook titles through Sora, OverDrive's app, or soraapp.com. Sora is available for both android and apple systems. Rakuten, OverDrive's parent company, provides staff training and technical support. REACH staff will be able to monitor the use of digital content in order to gauge student and staff needs and interests. Additionally, titles are searchable by Lexile levels, which will support students, staff, and Learning Coaches in matching their students with motivational and readable texts!

OverDrive Company History:

- Founded by Steve Potash in 1986
- Content distribution service launched in 2000
- Serves 43,000 libraries and schools (18,000 districts and schools).
- Available in over 75 countries
- OverDrive joined the Rakuten Group in 2015.
- Name changed in July 2017 to Rakuten OverDrive.
- More information can be found on the company website: https://company.overdrive.com/company-profile/who-we-are/

Why?

While the curriculum available in Connexus is robust, many students struggle with the readability of the text. At the Middle School Level, students are prompted to have an "Independent Reading Selection." When asked to discuss these self-selected books, many students leave these questions blank and when asked about this during a CBA call, many students will share they do not have access to motivating texts due to distance, availability, or safety of their neighborhood in regards to the local library. This resource would remove the barrier of cost and distance for students who struggle to access books.

Additionally, many of our students struggle to confidently read grade-level text. The students then struggle to perform on tests, quizzes, and portfolios for grade-level novels included in the

curriculum. Currently, teachers do not have access to alternate, leveled texts to help these students succeed in their courses. OverDrive has a number of adapted texts, graphic novels, and audiobooks available for novels in the English Language Arts Curriculum. Some of these available texts include:

Low-Level Readers:
- Importance of Being Earnest (10th Grade)
- Call of the Wild (9th Grade)
- Frankenstein (12th grade -similar book for young audiences)
- Huckleberry Finn (10th Grade)
  - Graphic Novels
    - The Giver (8th Grade)
    - Edgar Allan Poe (multiple grades)
    - Johnny Tremain (8th Grade)

This would be a useful resource for MTSS and RTI initiatives. Tier and 3 students will benefit from access to audio texts, graphic novels, low-high interest novels, and adapted texts so they can access the curriculum successfully while strengthening their literacy skills. Teachers need this resource to support all of our students.

Finally, the OverDrive catalog contains a number of professional development titles. Professional Learning Communities will benefit in their study and practice if we decide to include any of the professional development titles available. Teachers would be able to choose titles that apply to their courses, study the given text, and then discuss and apply strategies learned with their given PLC. This will be a welcomed resource for teachers as well as students.

Possible Uses
- Providing adapted or alternate curriculum texts in ebook, graphic novel, or audiobook form.
- RTI/MTSS strategy to support student access and readability.
- Professional Development PLC book study opportunities.
- Secondary Student Book Club to encourage reading, discussion, and literary evaluation.
- Access to Independent Reading Selection books to support the Middle School ELA curriculum, as well as to encourage independent reading for all students K-12
- There are many other possible uses as our library grows and teacher access widens.
- Original works by students and teachers can be uploaded to the OverDrive Platform. This provides the possibility of creating and sharing REACH original anthologies of poetry and short stories!

Cost:
- The content of the REACH library of ebooks and audiobooks provided through the OverDrive platform will be chosen completely by the REACH staff based on student and staff wants and needs.
- Prices for texts are based on the text type and format, as well as the different types of licenses. Some books are one copy per user, while others are metered titles with a

specific number of "checkouts" from the library.   Books purchased by REACH are then owned by REACH. They stay year to year as part of our library.   Some books can be rented for a single year. These are less expensive, but they do not remain in our library year after year. A benefit for this would be to try a book as part of a grade-level curriculum to see if REACH teachers find it successful before investing more funds if the text doesn't work.

- Sample prices are as follows:
    - $15/$20 per ebook
    - $40 - $50 per audiobook (average)
    - Rental of titles ($1 - $5 or 6 for a class set)
- Maintaining the OverDrive platform year to year will roughly be $1 per student. The money invested year to year can then be applied to additional books added to the library overtime. The requested $15,000 will be used to build the library this year to serve all students and staff K-12.

LEHIGH VALLEY IRONPIGS
BASEBALL CLUB

Coca-Cola Park | 1050 IronPigs Way | Allentown PA, 18109

Phone: 610-841-1224

Email: zbetkowski@ironpigsbaseball.com

Marketing Partner Contact Information

Company: Reach Cyber Charter School		Contact: Scott Stuccio	
Address: 750 E. Park Dr. #204		Phone Number: 570-218-8474	
City, State, Zip: Harrisburg, PA 17111		Email Address: sstuccio@reach.connectionsacademy.org	

Terms of Agreement

This Agreement, entered into this 7th day of November, 2019, shall be made by and between **LV Baseball, LP (d/b/a Lehigh Valley IronPigs)** and **Reach Cyber Charter School.** In consideration of the acceptance of this Agreement between the two parties, and in recognition of all associated expenditures and the necessity of reserving space for the entirety of the **2020 season**, it is hereby agreed that no part of this Agreement can, nor shall be, rescinded or cancelled for any reason unless otherwise agreed to in writing by both parties.

2020 MARKETING PARTNERSHIP AGREEMENT	Investment
Presenting Sponsorship of All Star Kid of the Game • Pregame PA and videoboard recognition while the All Star Kid throws out the first pitch and delivers the game balls to the umpires • Four (4) field level season tickets are included which will be used to distribute to the All Star Kid of the game family • A co-branded shirt will be given to each All Star Kid of the Game • Reach Cyber Charter School reserves the right to register their students as requested **Youth Cap Giveaway on Saturday, July 11th** • 25 tickets to the game (additional tickets can be purchased at $11 per ticket) • Logo on co-branded cap to be given out for 1,500 kids 17 and under • In game videoboard and PA recognition throughout the game • Recognition in pre-promotional efforts including but not limited too; social media, radio, web, print, TV • One (1) Ceremonial First Pitch on your sponsorship night • A marketing display table to interact with fans as they enter the ballpark • Ability to speak directly to radio and TV audience with half inning long interviews during game **One (1) BSI Dugout Suite on TBD Date** ○ Includes 30 tickets and 10 parking passes (Up to 10 additional tickets can be purchased at $45 per person) **Four (4) Marketing Display Tables to be determined via mutually agreeable dates throughout the season** • Plus one rollover date from the 2019 season	
ANNUAL PARTNERSHIP INVESTMENT	**$19,940**

Billing Schedule: **March 1st: $9,970   April 1st: $9,970**

You will be invoiced based on the billing schedule defined above.   All invoices can be sent to: kyeselavage@reach.connectionsacademy.org

Late Charges: In the event Marketing Partner fails to pay the amount prescribed by the date determined listed under Billing Schedule above, such unpaid amount(s) shall bear interest from the due date listed to the date of payment at the lesser of (i) the rate of 3% per month, or (ii) the maximum rate of interest permitted by law. In the event of default under this Agreement, Marketing Partner agrees to pay all costs of collection including reasonable attorney's fees.

To the extent any of the sponsorship/advertising elements provided in this Agreement involve the Company conducting activities within Coca-Cola Park or the surrounding parking lots (other than its guests simply using tickets provided to attend a game or to park in those parking lots), the Company shall Indemnify and hold harmless, and provide Certificate of Insurance to the IronPigs naming LV Baseball, LP as an additional insured before conducting such business or other activities.

Authorized Signature

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and date first above written.

X_____   X_____
Lehigh Valley IronPigs   Reach Cyber Charter School

2019-2020 Partnership Proposal

Presented to Reach Cyber Charter School

November 2019

The Franklin Institute Overview

It is a powerful experience when a child walks through the marble hall of the Benjamin Franklin National Memorial, witnesses their first planetarium show, or interacts with a real-life scientist leading a floor demonstration. Such experiences do more than just welcome students to one of Philadelphia's most storied cultural institutions, they also instill in them a sense of wonder and curiosity about the world of science. The Franklin Institute helps people understand science and technology, how they shape our bodies and our everyday lives, and how they affect the world around us. Last year, The Franklin Institute reached nearly 1.1 million people with learning experiences and hands-on activities here at our historic museum and at sites across the region. As we approach our landmark bicentennial anniversary in 2024, The Franklin Institute is more committed than ever to making science learning experiences available to as many people as possible, including students and families within our community who could not otherwise afford it.

The Franklin Institute is pleased to present Reach Cyber Charter School with a customized package to showcase its incredible work through in-depth, year-round programming aimed at engaging more students, teachers and families alike. The sponsorship opportunity is as follows:

With an investment of $27,000, we invite Reach Cyber Charter School to commit to our monthly Community Night program, the annual Philadelphia Science Festival, while receiving various other benefits.

As a Partner of The Franklin Institute's Community Nights, the following benefits would be provided:
- Opportunity to be onsite at The Franklin Institute on all ten (10) Community Night dates throughout the contract term
- Name recognition on digital donor signage in the Benjamin Franklin National Memorial, displayed year-round
- Name recognition on various publications, including the *Annual Report* and a one-time listing in *Illuminations*
- Titanium level sponsorship at Philadelphia Science Festival OR presence at 2 additional Institute annual events
- One *Know Your Brain, Know Your Business* professional development workshop for up to 30 individuals at The Franklin Institute or your location
- 100 Science Museum passes and IMAX passes (additional tickets given at the discretion of the TFI Promotions team)
- One-time free event rental space (based on availability, certain restrictions may apply); option receive a discount on additional events
- 30 complimentary parking vouchers
- Invitations to exclusive exhibit receptions and exclusive private viewings for special attractions
- Concierge service for special attractions, tickets, memberships and other questions and needs

Community Night

The Community Night program was created to ensure that families of limited means had access to the museum's renowned educational and entertaining exhibits and programs. The program offers free access to The Franklin Institute and provides the unique opportunity for underserved families to become engaged in and inspired by science, technology, engineering, and mathematics (STEM).

Community Night and related outreach efforts serve as critical access points to STEM learning for youth and families in diverse, underserved communities. Many young people in Philadelphia face longstanding barriers to entering and succeeding in the regional economy. By fostering a passion for learning, developing basic life skills, and promoting career awareness in K-12 students, the programs offered through Community Night will help plug the leaks in Philadelphia's STEM workforce development pipeline.

The investments the Institute is making upstream in the STEM pipeline will enhance returns on public and private investments as young people move into higher education and the STEM-related job market. Nationwide, STEM jobs grew three times faster than non-STEM jobs in the last 10 years, but U.S. businesses are struggling to find qualified STEM workers. The Community Night program was created to address this issue and to focus on providing access to the museum's renowned educational and entertaining exhibits and programs.

2019 Community Night Dates: *2020 dates are extended through November 2020*

- August 19
- September 16
- October 28
- November 25
- January 13

- February 10
- March 16
- May 18
- June 15
- July 20

Program Specifics

- Free admission to The Franklin Institute on the second Monday of each month from 5-8 p.m., ten months out of the year.

- Each Community Night event draws between 500 and 2,000 attendees. Total annual attendance is 8,000 – 10,000+

- Families participate in workshops, live science demonstrations and activities that bring science and technology to life and receive take-home resources for further learning.

- Of those who attended Community Night this past year, 55% reported an annual household income of under $30,000 and nearly 90% of attendants identified as non-Caucasian.

- Community Night provides free access to The Franklin Institute for these families, thus removing the financial barrier associated with visiting the museum. Further, Community Night employs innovative efforts to promote the program directly to underserved communities through word-

of-mouth and grassroots efforts. To raise awareness for the program, The Franklin Institute works to promote Community Night through community centers, libraries, calendar listings, and email blasts specifically targeted to underserved communities.

Homeschool Workshops

The Franklin Institute's Homeschool Workshops are for students ages 7-14. All ages will be in the same classroom, but separated by age at different tables. Each workshop runs from 10:30AM-2:30PM followed by free time to explore the museum as a family. Our Homeschool Workshops are a great way to enhance and extend the museum experience long after a student leaves the museum.

Another option we invite Reach Cyber Charter School to commitment to is our Homeschool Workshops through an investment of $27,000. This would underwrite the cost of seven (7) Homeschool Workshop events over a 12-month period. Homeschool Workshops make learning fun with our hands-on lessons using museum exhibits and specimens from our extensive museum collections. As a benefit, each of the students receive take home portfolios with activity write-ups and resources for them to facilitate at home. With a gift of $27,000, Reach Cyber Charter School would serve as the Presenting Sponsor of the Homeschool Workshops making science accessible to all students and families across the Greater Philadelphia Region.   Reach Cyber Charter School would also receive benefits that are previously presented throughout the opportunity.

Upcoming Workshop Dates:

- October 10 **– Up, Up, and Away**
- November 14 – **Worst Case Scenario**
- December 12 **– Holiday Cookie Lab**
- February 13 – **Your Brain**
- March 12 – **Creation Station**
- April 2 – **Volcanoes!**
- May 7 – **Robot Rumpus**

2020 Philadelphia Science Festival

April 16th – 25th, 2020 – the 10th Anniversary!

Engineered by The Franklin Institute, the Philadelphia Science Festival is an annual celebration that empowers the region's leading scientific, educational, and cultural institutions to collaborate in creating unique events that inspire interest in science. Festival activities illuminate how science is a part of everyday life and inspire attendees to feel excited and curious about science. Since its inception in 2011, the Festival has worked with thousands of STEM professionals and activity providers from over 500 organizations throughout the region. With an overall investment of $25,000, Reach Cyber Charter School would receive all benefits associated with the Titanium level sponsorship. The Titanium level sponsorship extends the ability for Reach Cyber Charter School to have a presence at one (1) event during the Festival

or at Institute educational events, such as Community Night, Night Skies in the Observatory, or Science After Hours, throughout the year. Please see additional PSF brochure for a full sponsorship listing.

Titanium Level Sponsorship:
Festival Benefits:

- **Logo** recognition on official Philadelphia Science Festival website

Carnival Benefits:

- **10x10 sq. ft.** Carnival exhibit booth space

- **Text** recognition on sponsor signage

- Opportunity to purchase volunteer boxed lunches (must be pre-ordered)

- **2 Complimentary** wristbands that grant access into the VIP hospitality area

- **2 invitations** to VIP happy hour sponsor appreciation event

- **1 complimentary parking** space at the Institute

Partnership Overview Summary

Partnership Opportunity/Investment

With a gift of $27,000, Reach Cyber Charter School would serve as a Community Night Partner making science accessible to all families across the Greater Philadelphia Region. We invite Reach Cyber Charter School to commit to Community Night which would help to underwrite the cost of all ten (10) Community Night events over a 12-month period, granting access to award-winning STEM-related education for disadvantaged families. As a part of this opportunity, we would also extend Reach Cyber Charter School a Titanium level sponsorship at the Philadelphia Science Festival. A full list of levels and benefits attached.

Activation Opportunities

Reach Cyber Charter School employees can serve as volunteers at Community Night throughout the year helping with way-finding, set-up, clean-up, and STEM-related activities. As an underwriting partner, Reach Cyber Charter School would also have the opportunity to have a dedicated booth space at each of the Community Night events. Reach Cyber Charter School employees would volunteer at the booth and could deliver content focused on education and making science fun to diverse, low-income families. This booth could also feature hands-on science related activities which The Franklin Institute could work with Reach Cyber Charter School to create. This opportunity would be same within their sponsorship of the Philadelphia Science Festival as well.

The Franklin Institute would welcome a chance to discuss the best investment for Reach Cyber Charter School based on your interests and the ability to customize an overall partnership for the year. **We truly appreciate Reach Cyber Charter School's consideration of this partnership opportunity. While we have benefits coordinating with each program and event, we are happy to customize the sponsorship to best fit Reach Cyber Charter School's philanthropic goals. We are grateful for Reach Cyber Charter School's partnership and thank you for your consideration. Should you have any questions, please contact Blythe Tarbox, corporate giving manager, at btarbox@fi.edu or by calling 215-448-1271.**

Director of Human Resources
Member of the Senior Leadership Team

Company Summary

At Connections Academy, helping students maximize their potential and meet the highest performance standards through a uniquely individualized learning program is at the core of our mission. Connections Academy was founded in 2001 to deliver high-quality, highly accountable online education to students in grades K-12. Hallmarks of Connections Academy-supported online schools include personalized learning, an award-winning curriculum and Education Management System (EMS), dedicated state-certified teachers, and a supportive school community. Parents of enrolled students consistently share their satisfaction with Connections Academy: 92% "would recommend the schools to other families" and 95% say the curriculum is "high quality." In 2017, Connections Academy-supported public schools serve students in 27 states, while the private online school, International Connections Academy meets the online school needs of students worldwide. Recognized for its outstanding curriculum and leadership, Connections Academy is committed to expanding quality education through technology, and helping students achieve both academic and personal success. Connections Academy is part of the global learning company, Pearson, and its Online & Blended Learning group. For more information, visit www.ConnectionsAcademy.com.

Reach Cyber Charter School (Reach Cyber), a Pennsylvania Connections Academy, is a tuition-free, public cyber school serving students in grades K-12 statewide during the 2018-19 school year. Reach Cyber offers a variety of academic pacing options for students including a traditional school year option, a year-long school year option and an accelerated option. Reach Cyber is authorized by the Pennsylvania Department of Education and governed by an independent Board of Directors. The school utilizes the Connections Education program. Reach,Connections Academy, a division of Connections Education, is accredited by AdvancED.

Job Responsibilities

The Director of Human Resources provides leadership and supervision for all aspects of the Human Resources Department and Comprehensive Plan pertaining to HR.
The Director of Human Resources oversees the recruitment, hiring, and retention of a highly qualified faculty and workforce that is representative of the cultural diversity of our students and community.
The Director of Human Resources interacts with principals and other administrators, providing guidance and consultative support in the area of human resources.

The Director of Human Resources Conducts investigatory and disciplinary meetings related to performance for professional, administrative staff, and support staff as necessary.

The Director of Human Resources Facilitates employee performance meetings and monitors Improvement Plans.

The Director of Human Resources establishes and guides hiring practices for District Administrative positions.

The Director of Human Resources directs the Supervision & Evaluation Plan for Administrative Staff.

The Director of Human Resources participates in planning and delivery of the professional development and improvement activities for administrative, professional, and support staff

The Director of Human Resources implements personnel policies and procedures that are in compliance with federal and state requirements, including annual updates from the Pennsylvania Department of Education and the US Department of Education, and provides uniform application of all of the above services to all employees.

The Director of Human Resources will work in the Reach Cyber Charter School office in Harrisburg.

Qualifications include the following:
- Bachelor's Degree in related field; Master of Human Resources or Senior Certified Human Resources professional (SHRM, SCRM-CP) strongly preferred.
- Minimum of three years' Human Resources experience in a public school district; substantial experience preferred.
- All state-mandated clearances are required.

Salary will be competitive and commensurate with experience. The anticipated start date is April 1, 2020.

Accounting Specialist

Company Summary

At Connections Academy, helping students maximize their potential and meet the highest performance standards through a uniquely individualized learning program is at the core of our mission. Connections Academy was founded in 2001 to deliver high-quality, highly accountable online education to students in grades K-12. Hallmarks of Connections Academy-supported online schools include personalized learning, an award-winning curriculum and Education Management System (EMS), dedicated state-certified teachers, and a supportive school community. Parents of enrolled students consistently share their satisfaction with Connections Academy: 92% "would recommend the schools to other families" and 95% say the curriculum is "high quality." In 2017, Connections Academy-supported public schools serve students in 27 states, while the private online school, International Connections Academy meets the online school needs of students worldwide. Recognized for its outstanding curriculum and leadership, Connections Academy is committed to expanding quality education through technology, and helping students achieve both academic and personal success. Connections Academy is part of the global learning company, Pearson, and its Online & Blended Learning group. For more information, visit www.ConnectionsAcademy.com.

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Position Summary:

The Accounting Specialist assists the Business Manager by establishing, directing and supervising a system of controls for budget execution and all financial accounting at Reach.

The Accounting Specialists assists the Business Manager by establishing accounting systems and procedures to provide administrators, the Board of Trustees, and the Department of Education with accurate financial data.

The Accounting Specialist assists the Business Manager by providing input on the annual budget process.

The Accounting Specialist prepares cost analysis reports concerning the operation of the school.

The Accounting Specialist assists the Business Manager in conducting annual audit of district records by answering questions, providing necessary data and information, preparing and reconciling work papers, and maintaining accurate and complete records.

The Accounting Specialist reconciles school bank accounts and district financial reports.

This position reports to the School Business Manager and interacts on a regular basis with departmental staff throughout the school, outside school district and any other customer or contractor.

This Accounting Specialist will also complete all other duties as assigned.

Salary will be competitive and commensurate with experience. The anticipated start date is April 1, 2020.

The following will be provided to you by the company as a full-time employee:

- Laptop
- Headset

The following will need to be provided by you, as the employee.

Dedicated workspace in the office

- 2nd monitor
- Mouse
- Keyboard

Technical, Managerial and People Skills Required:

- Understand and apply generally accepted accounting principles within the business environment
- Ability to prioritize daily, weekly and monthly tasks in order to meet deadlines
- Highly organized with strong attention to detail
- Strong customer service skills

Preferred Qualifications:

- Bachelor's or Master's degree in Accounting or related fields
- Proficiency utilizing accounting software

- Three-to five years of related experience

2ND 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 different metrics depending on the school year cycle timeline. All metrics align with the Core Standards for Facilitating Student Learning (revised August 2019); a guide of best practices and recommendations for school operations provided to all teachers and school leaders. What is reported here is as follows:

- **Professional Responsibilities:** first semester core course passing rates (course completion), cohort summary information, and SPED document compliance (IEP required reviews).
- **Student Engagement:** on time and completed welcome calls, student contacts, learning coach contacts, and during school year withdrawals.
- **Instructional Expertise:** information about POBL-offered professional learning sessions.
- **Data Driven Instruction:** RtI tier status, and curriculum-based assessment (CBA) completion.
- **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 2, metrics will not be reported in this category.

Quarter 2 encompasses the time period between October 1, 2019 and December 31, 2019. However, data is pulled from Connexus in two parts (December 16, 2019, and January 3, 2020) to fairly account for school-scheduled vacation time that can negatively impact contact metrics. The values 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, 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 school trends. Your school is displayed below, along with the start date and size groupings to which it belongs, and the corresponding averages from across all Connections Academy schools. 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.

Professional Responsibilities

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
Reach 19/20	82%	64%	64%	82%	64%	63%
Reach 18/19	85%	69%	67%	84%	65%	57%
Medium Avg.	88%	75%	75%	89%	76%	70%
Group 3 Avg.	89%	70%	66%	87%	66%	66%
Connections Avg.	88%	73%	72%	88%	73%	70%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	*K-5*	6-8	*9-12*
Reach 19/20	79%	67%	69%	76%	63%	65%
Reach 18/19	82%	62%	65%	80%	60%	66%
Medium Avg.	88%	80%	77%	86%	76%	79%
Group 3 Avg.	86%	73%	74%	85%	69%	74%
Connections Avg.	88%	78%	76%	87%	75%	77%

- **First semester "core" courses on track for successful completion** – This shows the first semester "core" courses with current passing scores broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school's core operating principles. There are many reasons for variations in course completion rates by school and by grades. We recognize these numbers are not "final" as most schools have not yet completed the full close-out process for semester one courses; we can and will see changes in the semester one data reported as "final" in quarter three.

	Compliant IEP Review
Reach 19/20	98%
Reach 18/19	96%
Medium Avg.	96%
Group 3 Avg.	97%
Connections Avg.	97%

- **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 (97% for quarter 2) 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 95%.

	4 HS Cohorts % On Track	2020	2021	2022	2023
Reach 19/20	76%	57%	68%	78%	100%
Reach 18/19	73%	62%	61%	69%	100%
Connections Avg.	74%	56%	62%	69%	99%

- **Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 active cohorts for current school year, (Classes of 2020, 2021, 2022, and 2023). Each cohort value 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). Much change is expected over the next few weeks as students complete their first semester courses and earn/do not earn credits that can impact their graduation "on-track" status.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	DSY WD
Reach 19/20	90%	99%	94%	83%	13%
Reach 18/19	92%	98%	89%	91%	14%
Medium Avg.	94%	99%	90%	80%	15%
Group 3 Avg.	91%	98%	95%	74%	13%
Connections Avg.	94%	99%	90%	78%	14%

- **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 increased emphasis on Welcome Call completion has continued to result in high numbers across CA schools with this year's progress remaining consistently high during quarter 2 (94%). The target for this metric is set to 95% because some students who enroll never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes.
- **Student & Learning Coach Contacts Met** – Although much contact happens in 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 for teachers. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 2 phone contacts with the Learning Coach by the close of the second quarter.
- **During School Year Withdrawals** – This shows % 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 differences between Connections Academy schools

can be a result of a number of factors. As anticipated, the during school year withdrawal rate is lower this time of year (14% average for all schools) and decreased 1% from last year's average across all CA schools.

Instructional Expertise

- **Professional Learning available to teachers** – Connections has offered an extensive professional learning program for the last several years. This year's overview shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. Instead of assigned course levels and a specified learning path, the Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs. Below are a sample of some of the topics offered this quarter:
    - *Distracted Students in a High-Tech World*
    - *Learning Differences in the Classroom*
    - *Creating a Classroom Community*
    - *Academic Integrity and Ownership*
    - *Math We've Got This*

Data Driven Instruction

	RtI Tier I	RtI Tier II	RtI Tier III	CBA "Met" K-8	CBA "Met" 9-12
Reach 19/20	81%	2%	3.9%	97%	95%
Reach 18/19	83%	5%	0.0%	93%	85%
Medium Avg.	85%	6%	2.4%	91%	84%
Group 3 Avg.	85%	5%	1.3%	93%	87%
Connections Avg.	87%	5%	1.5%	90%	85%

- **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. The Three-Tiered Pyramid of Interventions estimates the percent of students at each tier should be: Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%.
- **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 contact during which a teacher probes the student's understanding of a specific part of the curriculum. This metric is the % of students at the school meeting these criteria by the end of the second quarter.

SCHOOL LEADER

COMPETENCY 1: ACHIEVEMENT FOCUS AND RESULTS ORIENTATION

- Holds self and others accountable for high academic achievement of all students.
- Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals.
- Creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.

COMPETENCY 2: INSTRUCTIONAL EFFICACY

- Uses data to help evaluate school effectiveness and staff accountability. Helps other school administrators in using data to differentiate instruction.
- Ensures school meets state standards by aligning curriculum, instructional strategies, and assessments.

COMPETENCY 3: MANAGING AND DEVELOPING PEOPLE

- Provides clear expectations for staff performance and communicates success and needed improvements regularly.
- Uses multiple methods to assess teacher and staff effectiveness and provides timely, targeted, and actionable feedback.
- Uses student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers.
- Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning.
- Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.

COMPETENCY 4: CULTURE AND RELATIONSHIP BUILDING

- Establishes collaborative relationships with stakeholders to achieve objectives.
- Creates a positive and safe environment for teachers, students, families, and, if applicable, the community.
- Resolves conflict in a direct but constructive manner, seeking "win-win" solutions.
- Embraces diverse viewpoints and solicits stakeholder input in decision- making.
- Communicates effectively with all stakeholders.
- Motivates, inspires, and moves other adults to feel ownership and take action.
- Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback, and professional development to improve.

COMPETENCY 5: PROBLEM-SOLVING AND STRATEGIC CHANGE MANAGEMENT

- Collects, analyzes, and uses multiple forms of data to make decisions.
- Identifies problems, analyzes root causes, and develops effective strategies to resolve issues.
- Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances.
- Builds buy-in from diverse stakeholders and overcomes resistance to advance school improvement.

Reach Cyber School Strategic Plan -- DRAFT_2_5_2020

SMART Goal 1

Goal Target Area: Improve Student Academic Outcomes

Goal 1: Students will meet or exceed PSSA/Keystone ELA and PSSA/Keystone Math scores as set forth in the Reach CSI Plan.

Strategies, Indicators, and Progress Measures

Strategy 1a: Reach will train teachers on how to review and analyze interim assessment data to make instructional decisions in support of Goal 1 and the CSI Plan.

Strategy 1b: Reach will evaluate educational tools available for screening and progress monitoring.

Implementation Indicator	Baseline Measure		Progress Measure		Progress Measure		Progress Measure	
	Measure	Description	Projected Date	Actual Results	Projected Date	Actual Results	Projected Date	Actual Results
Annually review supplemental instructional tools			Annually in April/May					
Programs to supplement instruction and support Multi Tiered Systems of Support (MTSS) - Easy CBM, Nearpod, Achieve 3000, USA Test Prep (1a, 1d)	Number of Signed agreements for licensing and training in identified supplemental programs.	Identified program tools to improve reading, math and science scores on state assessments	February 2020		June 2020		October 2020	
Outcome Indicator								
PSSA/Keystone ELA (19-20): Goal 37.5%			Fall 2020					
PSSA/Keystone Math (19-20): Goal 13.5%			Fall 2020					
Increase Graduation Rate (19-20): Goal 67.7%			January 2021					

Link to School Action Plan:

SMART Goal 2

Goal Target Area: Grow and Strengthen STEM Program

Goal 2: Reach's student participation in STEM programs and activities and performance in advanced STEM courses will meet or exceed the performance metrics outlined in the school's charter.

Strategies, Indicators, and Progress Measures

Strategy 2a: Reach teachers will infuse STEM content and concepts across content areas in all grades K-12

Strategy 2b: Reach will increase cocurricular and extracurriculuar STEM opportunities for students in all grade bands

Strategy 2c: Develop and Strenghten Community Partnerships focused on partnerships that grow student and staff STEM learning opportunities

Strategy 2d: Increase Public Awareness of Reach's STEM focus

Strategy 2e: Reach will develop a strong network of Community Coordinators who will be able to articulate Reach's STEM focus throughout the commonwealth

Implementation Indicator	Baseline Measure		Progress Measure		Progress Measure		Progress Measure	
	Measure	Description	Projected Date	Actual Results	Projected Date	Actual Results	Projected Date	Actual Results
Gifted STEM opportunities (1c)	Number of gifted-targeted STEM opportunities	Reach will increase programming and opportunities specifically targeted and designed for identified Gifted students to ensure all students have an opportunity to grow and achieve at high rates	May 2020		October 2020			
STEM Shell Courses	Identify and create STEM courses	1b;STEM team will create project based learning opportunities in a shell course for 19-20	August 2020					
Outcome Indicator								
% of Reach students participating in STEM opportunities each year for the next three years.			33% by June 2020	1100 attended back to school STEM events- growth of 600 since last year; plus all received STEM kits and are engaging in STEM courses with coaches, as well as projects within regular courses	35% by June 2021		38% by June 2022	
% of Reach students earning a B or better on completed Advanced STEM courses			75% by June 2020	63% earned a B or more 18-19 school year	78% by June 2021		80% by June 2022	

Link to School Action Plan:

	SMART Goal 3							
Goal Target Area: Integration of HR and Business Services								
Goal 3: Reach will work with OBL to create and implementation plan for the transition of HR services by January 1, 2021 and School Financial Services by July 1, 2020.								
		Strategies, Indicators, and Progress Measures						
Strategy 3a: Reach will hold regular meetings to transition HR services from POBL to Reach Cyber Charter School staff.								
Strategy 3b: Reach will hold regular meetings to transition School Financial Services from POBL to Reach Cyber Charter School staff.								
	Baseline Measure		**Progress Measure**		**Progress Measure**		**Progress Measure**	
Implementation Indicator	**Measure**	**Description**	**Projected Date**	**Actual Results**	**Projected Date**	**Actual Results**	**Projected Date**	**Actual Results**
Review and implement HR systems			December 2020					
Review and implement SFS systems			June 2020					
Hire Director of HR			April 2020					
Hire Accounting Specialist			April 2020					
Hire Payroll Personnel			Summer 2021					
Review Benefit Packages			April 2020		September 2020			
Wellness Package	Program in place with fitness trackers purchased for current staff and expected SY growth		June 2020					
Outcome Indicator								
Link to School Action Plan:								

	SMART Goal 4							
Goal Target Area: Improve Partnerships for Success								
Goal 4: Increase educational opportunities for staff, students and Board members through strengthened and new partnerships								
		Strategies, Indicators, and Progress Measures						
Strategy 4a: Expand Family Mentor Program to engage and support families in onboarding and developing strong online learning practices.								
Strategy 4b: Reach will implement Career Pathways for an increase in student retention, graduation rate and math achievement.								
Strategy 4c: Board Development and Succession Planning								
Strategy 4d: Build strong relationships with organizations throughout the commonwealth to extend student and staff learning and career opportunities								
	Baseline Measure		**Progress Measure**		**Progress Measure**		**Progress Measure**	
Implementation Indicator	**Measure**	**Description**	**Projected Date**	**Actual Results**	**Projected Date**	**Actual Results**	**Projected Date**	**Actual Results**
Implementation of OverDrive to increase reading academic outcomes			July 2020					
Implementation of Career Pathways Badges via ABC Keystone, Certiport and Credly			May 2020		August 2020		November 2020	
Implement trama informed training			January 2021					
Partnership agreements (1b, 2C)	Number of Agreements	Agreements in place for STEM and/or career and colleges partnerships	January 2020		June 2020		October 2020	
Board Recruitment and Development	The Board will review their practice and policies around board recruitment							
Board Recruitment and Development	The board will continue to seek board candidates to compliment their composition and to fill any vacancies as they arise.							
Outcome Indicator								
Link to School Action Plan:								

Reach Cyber Charter School

Financial Statements
And
Independent Auditor's Report

Year Ended June 30, 2019

DRAFT

DRAFT

Independent Auditor's Report

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities the major fund of Reach Cyber Charter School as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

1

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Reach Cyber Charter School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2020, on our consideration of Reach Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Reach Cyber Charter School's internal control over financial reporting and compliance.
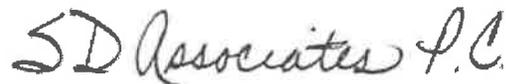
SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

January 31, 2020

2

The Board of Trustees of Reach Cyber Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2019. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased by approximately $16,459,000 due primarily to increased enrollment.

- At the close of the current fiscal year, the School reports an ending fund balance of $9,674,146. This balance was the result of a $4,592,957 surplus for the year ended June 30, 2019.

- The School's cash balance at June 30, 2019 was $11,622,324 representing an increase of $567,766 from June 30, 2018.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

3

Overview of the Financial Statements (Continued)

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has only two fund types, governmental and fiduciary funds.

All of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.*

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	2019	2018
Assets		
Current assets	$16,556,380	$12,810,129
Noncurrent assets	165,931	204,240
	16,722,311	13,014,369
Current Liabilities	6,891,151	7,737,857
Net Position	$ 9,831,160	$ 5,276,512

As noted earlier, net assets may serve over time as a useful indicator of a school's financial position. In the case of the School, assets exceeded liabilities by $9,831,160 as of June 30, 2019.

4

Government-Wide Financial Analysis (Continued)

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2019, the School's total revenues of $43,256,009 exceeded expenditures of $38,701,361 by $4,554,648.

	2019	2018
Revenues		
Program revenues		
Local educational agency		
assistance	$ 41,716,954	$ 25,956,836
Federal sources	1,399,315	838,015
State sources	81,089	-
General revenues		
Other	58,651	2,530
Total revenues	43,256,009	26,797,381
Expenditures		
Instruction	28,522,547	17,361,619
Support services	10,048,774	6,272,152
Noninstructional services	82,042	-
Depreciation	47,998	42,183
Total expenditures	38,701,361	23,675,954
Change in net position	4,554,648	3,121,427
Net position, beginning	5,276,512	2,155,085
Net position, ending	$ 9,831,160	$ 5,276,512

Governmental Fund

The focus of the School's *governmental fund* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the General Fund) reported an ending fund balance of $9,674,146.

Budget Variations

Actual revenues were $7,043,951 higher than the budget due to increases as follows:

Budget Variations (Continued)

Local educational agency assistance	$ 6,747,396
Federal sources	229,315
State sources	81,089
Other revenues	(13,849)
	$ 7,043,951

Actual expenditures were $4,320,370 higher than the budget due to increases (decreases) as follows:

Instruction	$ 4,092,622
Support services	645,899
Noninstructional services	(121,458)
Capital outlay	(296,693)
	$ 4,320,370

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2019, the School's investment in capital assets for its governmental activities totaled $157,014 (net of accumulated depreciation). This investment in capital assets includes leasehold improvements and equipment and furniture.

Major capital asset purchases during the year included the following:

- Capital expenditures of $9,689 for furniture and equipment

Additional information on the School's capital assets can be found in Note 4 of this report.

Long-Term Debt

The School does not have any long-term debt at this time.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by the local school districts, will increase by approximately $8,915,000 for fiscal year 2019-2020 due to increased enrollment.

Future Events That Will Financially Impact the School

Except as listed above, there are no known future events that will financially impact the School.

6

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the CEO, Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg, PA 17111.

7

	Governmental Activities
Assets	
Cash and cash equivalents	$ 11,622,324
Receivable from school districts, net of allowance	4,212,145
Federal subsidies receivable	658,556
State subsidies receivable	46,593
Prepaid expenses	16,762
Property and equipment, net	157,014
Security deposit	8,917
Total assets	16,722,311
Liabilities	
Accounts payable and accrued expenses	1,137,256
Accrued salaries and benefits	2,598,041
Compensated absences	41,391
Due to Connections Education, LLC	2,418,834
Due to school districts	695,629
Total liabilities	6,891,151
Net Position	
Invested in capital assets, net	157,014
Unrestricted	9,674,146
Total net position	$ 9,831,160

See accompanying notes to financial statements.

8

Reach Cyber Charter School
Statement of Activities
Year Ended June 30, 2019

| Functions | Expenses | Program Revenues | | Net (Expense) Revenue and Changes in Net Position |
		Charges for Services	Operating Grants and Contributions	Governmental Activities
Governmental Activities				
Instruction	$ 28,522,547	$ 30,848,666	$ 1,399,315	3,725,434
Support services	10,048,774	10,868,288	81,089	900,603
Noninstructional services	82,042	8,305	-	(73,737)
Depreciation expense	47,998	-	-	(47,998)
Total governmental activities	$ 38,701,361	$ 41,725,259	$ 1,480,404	4,504,302
General Revenues				
Other revenues				50,346
Change in net position				4,554,648
Net Position - Beginning of Year				5,276,512
Net Position - End of Year				$ 9,831,160

See accompanying notes to financial statements.

9

Reach Cyber Charter School
Balance Sheet-Governmental Fund
June 30, 2019

	General Fund
Assets	
Cash and cash equivalents	$ 11,622,324
Receivable from school districts, net of allowance	4,212,145
Federal subsidies receivable	658,556
State subsidies receivable	46,593
Prepaid expenses	16,762
Security deposit	8,917
Total assets	$ 16,565,297
Liabilities	
Accounts payable and accrued expenses	$ 1,137,256
Accrued salaries and benefits	2,598,041
Compensated absences	41,391
Due to Connections Education, LLC	2,418,834
Due to school districts	695,629
Total liabilities	6,891,151
Fund Balances	
Nonspendable	25,679
Unassigned	9,648,467
Total fund balances	9,674,146
Total liabilities and fund balances	$ 16,565,297

See accompanying notes to financial statements.

10

Reach Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds
To the Statement of Net Position
June 30, 2019

Total Fund Balance for Governmental Funds		$ 9,674,146
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:		
Equipment and furniture	263,261	
Accumulated depreciation and amortization	(106,247)	
		157,014
Total Net Position of Governmental Activities		$ 9,831,160

Reach Cyber Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Fund
Year Ended June 30, 2019

	General Fund
Revenues	
Local educational agency assistance	$ 41,716,954
Federal sources	1,399,315
State sources	81,089
Other revenues	58,651
Total revenues	43,256,009
Expenditures	
Instruction	28,522,547
Support services	10,048,774
Noninstructional services	82,042
Capital outlay	9,689
Total expenditures	38,663,052
Net Change In Fund Balance	4,592,957
Fund Balance - Beginning of Year	5,081,189
Fund Balance - End of Year	$ 9,674,146

See accompanying notes to financial statements.

12

Reach Cyber Charter School
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities
Year Ended June 30, 2019

Net Change in Fund Balances - Total Governmental Funds	$ 4,592,957

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays exceeds depreciation in the current period.

Depreciation expense	(47,998)
Capital outlays	9,689
Change in Net Position of Governmental Activities	$ 4,554,648

Note 1   Background and Summary of Significant Accounting Policies

Reach Cyber Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. The School was granted a charter which ends on June 30, 2019. The charter may be renewed for additional five year periods.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balance) report on the School's general fund.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The government reports the following major governmental fund:

> General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

14

Note 1   Background and Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

Method of Accounting

The School has adopted the provision of Statement No. 34 ("Statement 34") of the Governmental Accounting Standards Board *"Basic Financial Statements – and Managements' Discussion and Analysis – for State and Local Governments."* Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position and a statement of activities. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.

- Restricted – This component of net position consists of constraints placed on asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

- Unrestricted net position – This component of net position typically includes unrestricted liquid assets.

The School implemented GASB No. 54, *Fund Balance Reporting and Governmental Type Definition.* In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses and security deposit as being nonspendable as these items are not expected to be converted to cash.

15

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Method of Accounting (Continued)

- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.

- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.

- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.

- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of $250,000 with financial institutions.

Note 1   Background and Summary of Significant Accounting Policies (Continued)

Cash and Cash Equivalents

The School's cash is considered to be cash on hand and demand deposits.

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; furniture and fixtures (6-7 years) and equipment (3-6 years).

Compensated Absences

It is the School's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the School does not have a policy to pay any amounts when employees separate from service. Employees will be paid for prorated unused vacation for that calendar year only based on the number of full calendar months worked that year.

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes.* Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2018, 2017 and 2016 are subject to examination by the IRS, generally for three years after they were filed.

Note 2   Cash and Cash Equivalents

The School's cash and cash equivalents balance at June 30, 2019, was $11,622,324. The actual amount of cash on deposit in the School's bank accounts at June 30, 2019 was $13,832,256. As of June 30, 2019, the School's bank balance was exposed to custodial credit risk as follows:

17

Note 2   Cash and Cash Equivalents (Continued)

Uninsured and collateralized with securities held by the pledging bank's trust
department, not in the School's name $ 13,582,256

Insured amount $ 250,000

Custodial Credit Risk-Deposits

Custodial credit risk is the risk than in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

Note 3   Receivables

Receivables as of June 30, 2019 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of $396,085.

Note 4   Capital Assets

Capital asset activity for the year ended June 30, 2019 was as follows:

	Balance, 7/1/18	Additions	Deletions	Balance, 6/30/19
Equipment and furniture	253,571	9,689	-	263,260
Less: accumulated depreciation	58,248	47,998	-	106,246
	$ 195,323	$ (38,309)	$ -	$ 157,014

Depreciation expense was $47,998 for the year ended June 30, 2019.

Note 5   Funding

The School received funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Note 6   Lease Commitment

The School entered into a lease agreement with Connections Education, LLC (CE) to lease a facility in Harrisburg, Pennsylvania under an operating lease agreement that expires August 31, 2022, plus two three-year renewal options. The School also leases additional space on a month-to-month basis. In addition to the basic rentals, the School is subject to additional costs including taxes, occupancy, and maintenance. Rent expense was $191,262 for the year ended June 30, 2019.

18

Note 6   Lease Commitment (Continued)

Future minimum lease payments are as follows as of June 30, 2019:

Year ended June 30,		
2020	$	411,400
2021		467,858
2022		481,893
2023		80,707
	$	1,441,858

Note 7   Retirement Plan

The School provides pension benefits for all of its employees through the Reach Cyber Charter School 403(b) Plan. Employees are required to participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. School contributions to the plan for the year ended June 30, 2019 totaled $609,613.

Note 8   Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks.

Note 9   Grants

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2019 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Note 10   Professional Services Agreement

The School entered into an agreement with Connections Educations, LLC (CE) for curriculum, school management services, instruction, technology and other services. The agreement expires on June 30, 2019.

19

Note 10   Professional Services Agreement (Continued)

Under the contract, CE will provide direct materials/services or procurement and payment of services for the following:

1. Instructional materials as approved by the board
2. Administrative personnel, including health and other benefits, as approved by the Board where required
3. Educational support services for participating families
4. Training and other professional development as approved by the Board
5. Hardware and software as approved by the Board
6. Technical support for any hardware and software provided under the contract
7. Maintenance of student records
8. Services to special needs students as required by law
9. Administrative services including expenditures for a facility and capital, both of which require Board approval
10. Financial, treasury and other reporting as required by law
11. Student recruiting and community education
12. General school management

For all services, the School reimburses CE according to the terms of the contract based on documentation that is reviewed and approved by the Board. Total charges from CE amounted to $17,563,271 for the year ended June 30, 2019.

20

Required Supplementary Information

Reach Cyber Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2019

	Budgeted Amounts		Actual Revenues/ Expenditures	Variance With Budget
	Original	Final		
Revenues				
Local educational agency assistance	$ 34,969,558	$ 34,969,558	$ 41,716,954	$ 6,747,396
Federal sources	1,170,000	1,170,000	1,399,315	229,315
State sources	-	-	81,089	81,089
Other revenues	-	72,500	58,651	(13,849)
Total revenues	36,139,558	36,212,058	43,256,009	7,043,951
Expenditures				
Instruction	24,429,925	24,429,925	28,522,547	(4,092,622)
Support services	9,402,875	9,402,875	10,048,774	(645,899)
Noninstructional services		203,500	82,042	121,458
Capital outlay	306,382	306,382	9,689	296,693
Total expenditures	34,139,182	34,342,682	38,663,052	(4,320,370)
Net Change in Fund Balance	2,000,376	1,869,376	4,592,957	2,723,581
Fund Balance, Beginning	5,081,189	5,081,189	5,081,189	-
Fund Balance, Ending	$ 7,081,565	$ 6,950,565	$ 9,674,146	$ 2,723,581

See accompanying notes to financial statements.

21

Other Reports Required By Government Auditing Standards

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Independent Auditor's Report on Internal Control
Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School) as of and for the year ended June 30, 2019 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated January 31, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing opinions on the financial statemnets, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such, that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

22

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards* .

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion of the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.
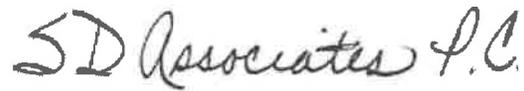
SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

January 31, 2020

23

Single Audit Requirements

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Reach Cyber Charter School
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Federal Grantor/ Pass-Through Grantor	Federal CFDA Number	Pass-Through Grantor's Number	Grant Period	Program or Award	Accrued (Deferred) Revenue 7/1/2018	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2019
U.S. Department of Education									
Pass-Through PA Department of Education									
Title I - Improving Basic Programs	84.010	013-191150	7/1/18-9/30/19	$ 901,962	$ -	$ 632,077	$ 901,962	$ 901,962	$ 269,885
Title I - Improving Basic Programs	84.010	013-181150	7/1/17-9/30/18	617,265	393,151	393,151	-	-	-
					393,151	1,025,228	901,962	901,962	269,885
Title II - Improving Teacher Quality	84.367	020-191150	7/1/18-9/30/19	103,664	-	70,129	103,664	103,664	33,535
Title II - Improving Teacher Quality	84.367	020-181150	7/1/17-9/30/18	72,867	42,371	42,371	-	-	-
					42,371	112,500	103,664	103,664	33,535
Title IV - Student Support and Academic Enrichment	84.424	144-191150	7/1/18-9/30/19	44,925	-	38,889	41,879	41,879	2,990
Title IV - Student Support and Academic Enrichment	84.424	144-181150	7/1/17-9/30/18	10,000	2,667	2,667	-	-	-
					2,667	41,556	41,879	41,879	2,990
Pass-Through Capital Area Intermediate Unit									
Title III - Language Instruction	84.365	N/A	7/1/18-6/30/19	1,091	-	1,091	1,091	1,091	-
Individuals with Disabilities Education									
Act Part B	84.027	N/A	7/1/18-6/30/19	350,459	-	-	350,459	350,459	350,459
Individuals with Disabilities Education									
Act Preschool	84.173	N/A	7/1/18-6/30/19	260	-	-	260	260	260
Total Special Education Cluster					-	-	350,719	350,719	350,719
Total U.S. Department of Education					$ 438,189	$ 1,180,375	$ 1,399,315	$ 1,399,315	$ 657,129

See notes to schedule of expenditures of federal awards.

24

Note 1   Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Reach Cyber Charter School (the School) under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Note 2   Summary of Significant Accounting Policies

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available.

Note 3   Indirect Cost Rate

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

25

**Independent Auditor's Report on Compliance for
Each Major Program and on Internal Control Over
Compliance Required by the Uniform Guidance**

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited Reach Cyber Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to expess an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a resonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.
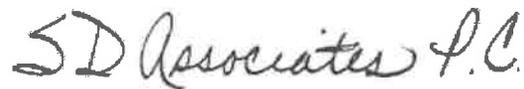
SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

January 31, 2020

27

A.   **Summary of Audit Results**

  1.   The Independent Auditor's Report expresses an unmodified opinion on the basic financial statements of Reach Cyber Charter School.

  2.   No material weaknesses or significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.

  3.   No instances of noncompliance material to the financial statements of Reach Cyber Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.

  4.   No material weaknesses or significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.

  5.   The independent auditor's report on compliance for the major federal award programs for Reach Cyber Charter School expresses an unqualified opinion.

  6.   There were no audit findings, which were required to be reported in accordance with 2 CFR section 200.516(a).

  7.   The program tested as a major program was Title I, CFDA #84.010.

  8.   The threshold for distinguishing Types A and B programs was $750,000.

  9.   Reach Cyber Charter School did not qualify as a low-risk auditee.

B.   **Findings-Financial Statement Audit**

  None.

C.   **Findings and Questioned Costs-Major Federal Award Programs Audit**

  None.

28

Functional and Technical Needs Checklist

Item 1: General Ledger (GL) - Functionality	Response	Notes
• Allow project tracking and reporting capabilities for multi-year projects and activity based grants • Allow sufficient dimensions to allow grouping or rollup levels for GL reporting or on-line inquiry to meet all users′ needs • Provide user friendly drop-down menus for all codes available in the system, e.g. Cost Center, Department Codes, Account Codes, etc. • Provide real time on-line inquiry to GL detail transaction information • Provide multiple-user operations down to the program level so that many people may access the same files and programs at the same time • Allow data exchange with other subsystems and automatic posting to the GL from other subsystems • Perform screen prints on request • Provide user-defined on-line HELP screen for field description, policies or procedures related to specific screens • Allow easy creation/ deletion of cost centers • Copy standard reports over to user libraries and make specified changes to them without altering the original report • Ability to activate or inactivate accounts for specified date range periods • Allow user to move from screen to screen without moving through menu hierarchies and/or without signing off one application to sign on to another • Ability to run other applications alongside the GL system software		

Item 2: General Ledger (GL) - Closing	Response	Notes
• Provide for automated monthly and year end closing entries • Provide for the differentiation between a ″soft-close″ and a ″hard close″ based on cost center • Provide reconciliation capabilities for Accounts Payable, Accounts Receivable, Human Resources, etc. • Create and post transactions for subsequent accounting periods (i.e. Month or year) before the current account period is closed • Automatic reversing entries		

Item 3: General Ledger (GL) - Security	Response	Notes
• Provide file backup and recovery capability to restore files • Provide on-line password security at multiple levels (e.g., user, operation, menu, file, field, screen, etc.). • Suppress/ mask passwords • Provide access to clear trails of all transactions from source data entry through summarization at higher levels • Report attempts of unauthorized system access of use • Provide the ability to define an access category relating to groups of users • Provide ability to lock entry screen after a specified number of incorrect password attempts • Provide for required changes to user passwords based on user-specified period of time • Automatic time-out after the user has not had any activity		

Item 4: General Ledger (GL) - Controls	Response	Notes
• Warn user of errors on-line before posting (account code, budget allowance, duplicate entry, dr/cr balance.) • Allow users to print a proof report to verify entries before posting • Have built-in software safeguards to ensure GL accounts are always in balance and subsidiary ledgers totals to control accounts • Maintain a history of all changes made to accounts and cost centers • Provide on-line access to audit trail information for each transaction including terminal operator ID, time, date, revised amount, and before and after update results • Restrict user from duplicate entry using real-time • Provide procedures queue for "after-hours" tasks, including daily backup procedures • Allow easy correction of data entry errors within a batch before posting • Provide ability to selectively assign access rights to accounts • Allow the correction of errors after the posting process has been completed • Ability to set up logic in system so it will provide warning if user has entered incorrect account. (e.g. entering cash account on a purchase order)		

Item 5: Financial Reporting – General	Response	Notes
• Provide Standard Financial Statements, Expense Reports, Revenue Reports, Account Detail Report, Trial Balance etc. that adhere to Governmental Accounting Standards Board (GASB) requirements		
• Provide real time reporting and inquiry to screen, to printer or to file		
• Create reports for any selected time period (monthly, quarterly, multi-year, prior year, etc.)		
• Create reports that allow for formatting flexibility, custom headers/columns/rows, comparison/variance reporting		
• Flexible output format (e.g. Excel, PDF, etc.)		
• Comprehensive ad-hoc report writer		
• Ability to create comprehensive financial reports by management and funding sources at grant and contract, activity and entity-wide levels		
• Ability to sort data in user-specified orders		
• Provide report accuracy such that all reports provide summary totals and cross-foot regardless of rounding factors		
• Define data extraction routines that create separate data files that can later be used by other report writer programs to create reports		
• Create report writer programs using "English" descriptions for data elements rather than specifying the exact file data element name		
• Keep transaction history for at least 5 yrs		
• Ability to monitor cost centers and accounts that are overspent		
• A customized report writer that incorporates logic/statistical functions within the application, such as "if" and "then" functions		
• Provides auto reconciliation or proof of balancing across reports.		
Item 6: Grants Administration – General	Response	Notes
• Ability to electronically transmit quarterly grant progress reports		
• Ability to establish and adjust budgets for each grant or project		
• Ability to compare current and budgeted costs		
• Ability to account for grant revenues and expenditures at the transactional and summary level		
• Ability to generate program history report or inquiry showing funds budgeted and expended by a date range.		

Item 7: Fixed Assets- Functionality	Response	Notes
• Ability to provide for automatic calculation of depreciation and posting of entries to GL • Ability to allow depreciation to calculated on either a monthly, quarterly, or annual basis, using a variety of depreciation methods • Ability to allocate depreciation expense to the functions/programs/activities on the Statement of Activities consistent with GASB 34 • Ability to recognize accounts that are related to capital expenditures to roll over purchasing/AP information into the fixed asset system (interface from AP & PO to FA) • Allow creation of detailed retirement records in relation to an asset (e.g. sales price, disposal date, method of sale, vendor, address, etc.) • Allow for tracking multiple funding sources related to one asset • Allow for tracking multiple/split expense accounts related to the purchase of one asset • Ability to allow for the definition of user-defined categories/codes of fixed assets (for location codes, primary class, etc) • Ability to maintain detailed property or vehicle records for insurance purposes • Ability to maintain cost, insurance, and replacement values. • Provide miscellaneous fields for user defined information • Track information related to the purchase, such as contract number, purchase order number, bid number, check number, invoice info, vendor, GL account		
Item 8: Fixed Assets- Controls	Response	Notes
• Allow the assignment of fixed asset numbers based on a 'seed' number so that numbers will not be skipped or duplicated • Ability to compare actual fixed asset expenditures vs. budget comparisons • Restrict the automatic creation of assets based on a minimum dollar amount threshold • Generate physical inventory reports by location, cost center, employee name or number, asset type, etc. • Ability to export information to Excel • Inventory reports that indicate additions and deletions • Ability to extract reports by asset class/category		

Item 9: Accounts Receivable (A/R) Controls	Response	Notes
• Automatically assign unique invoice #'s • Automatically assign unique credit memo #'s • Automatic posting to appropriate subsidiary and general ledger accounts • Invoice numbers or cash receipt numbers should not be duplicated • Security and capability associated with user ID when posting to A/R. User ID determines whether the person has privileges to access current period vs. prior period • General Ledger/cash receipts, invoices and credit memos should be posted automatically		

Item 10: A/R- Customer Invoicing	Response	Notes
• Ability to maintain a master customer file and access all customer and billing data on-line • Ability to activate/deactivate customers • Allow user defined aging categories • Ability to generate customer delinquency letters • Print customer invoices and/or statements by user defined criteria • Print custom messages on invoices/statements • Suppress statements with $0 and credit balance • Ability to display the open item/balance forward status and aging for customer invoices • Ability to enter invoices, credit/debit memo and payments individually • Allow the entry of negative credit memos (to act as internal adjustments) • Allow partial billing of an invoice amount • Maintain daily A/R billing control total with supporting detail • Generate reconciliation style customer statements showing beginning open items, charges during month, credits during month and ending open items with aging recap • Review on-line activity for specified account • Review on-line customer aging and other statistics such as last payment date • Billing and Payment History: all invoices, adjustments and payments by customer for a user-specified period of time • Dummy cost centers to post cash receipt to temporary account to allow for analysis and posting/ reversal to correct account • Ability to view detail transaction of A/R in G/L		

Item 11: A/R- Cash Receipts Posting	Response	Notes
• Post cash receipts on-line by entering full or partial customer number and/or name • Ability to apply a single check to multiple items • Allow partial payments to be applied to specific invoice line items • Ability to receive cash for items other than invoices (e.g. miscellaneous cash receipts) • Process insufficient funds checks with correct posting to the general ledger • Create refund checks from A/R through A/P • Produce daily report of cash receipts and adjustments including customer payments received, check #, payment type, invoice #, invoice date, and special G/L account entries such as write-offs, customer adjustments made • G/L Distribution Report: Summarizes the distribution of A/R general ledger transactions by account and date • Ability to perform billing and posting to A/R		
Item 12: Cash Management- General	**Response**	**Notes**
• Password secured access • Provide audit trails • Seamlessly integrate all cash, check and credit card transactions • Allow sorting of transactions by type or date • Allow users to selectively view transactions by status, check date, or other field data • Track information for 1099 processing • Allow controlled direct update of check or deposit information • Allow the users to query a group of records from the system and update them all simultaneously with a chosen event date • Allow user to selectively purge transactions • Receive automatic updates for each check printed, reprinted, handwritten, void or reversed from the Payroll or A/P subsystems • Receive automatic updates for each deposit made from the Cash Receipts subsystem. • Log all transactions related to any given document, such as Issue Date, Review Date, Stop Date, Cancel Date, Reverse Date, etc. • Allow association of a replacement check number with the original check • Provide for the creation of an unlimited number of bank accounts and cash accounts		

Item 13: Cash Management- Reconciliation	Response	Notes
• Ability to track petty cash • Ability to integrate bank account with system • Allow quick marking of transactions that have cleared the bank by allowing the selection of either single transactions or entire ranges of transactions • Automatically post reconciliation adjustments to the General Ledger • Provide on-screen reconciliation summary information (e.g. adjusted bank balance, adjusted book balance, difference, # of cleared payments, cleared payments total, # of cleared deposits and cleared deposits total. • Allow reconciliation of multiple accts at once • Allow the posting of interest income and service charges to G/L during reconciliation • Automatically match cancelled checks from bank statement to the system by check amounts, check number, and bank ID		

Item 14: Purchasing – Controls	Response	Notes
• Ability to identify the organizational unit or department originating a voucher • Ability for the system to perform budget checking during requisition • Ability to flag duplicate orders and invoices • Prevent ability to pay on an invoice if receiving has not taken place • Utilize electronic workflow to process, track, edit, review, or approve invoices/vouchers. If disapproved, provide reason code why • Prevent the ability to assign a P.O. number until purchase requisition has been approved • Ability to establish a tolerance level for overspending on blanket orders • Display error message when an inactive or erroneous cost center, account #, vendor ID or any other required field is entered • Provide on-screen display of a running total of line items to avoid errors during data entry • Automatic assignment of P.O. number (with override ability) • Prevent receipt of goods or services until P.O.s have been completed and printed by the Purchasing Department • Reports on # of outstanding requisitions/ P.O.s • Ability to force a decision to keep a P.O. open or to close out		

Item 15: Purchasing – Functionality	Response	Notes
• Ability to allow departments to view audit trail for requisitions, open purchase orders (P.O.s) invoice payments and other related information		
• Ability to tabulate bids, store bid price and quantify bid data for historic comparison		
• Ability to design customized ″Request for Quote″, purchase request and P.O. forms		
• Inquiry/view only screens for requisitions/P.O.s		
• Be able to shows status of which items have been received and/or paid for on partials		
• Multiple data retrieval ability by vendor name, invoice #, amount, month, year, P.O. number, commodity and account code with a user friendly search feature		
• Ability to enable departments to perform on-line inquiry to check the status of quotes, requisitions and P.O.s		
• Ability to extract information on the P.O. to the A/P screen		
• Ability to automatically flag a fixed asset request when the purchase request is created		
• Ability to interface with bar coding inventory systems		
• The purchasing module should interface with general ledger, accounts payable, encumbrance, inventory, project ledger, fixed assets, and grant administration		
• Ability to maintain a stores inventory for office and other supplies on-line and allow departments to view the inventory prior to requisitioning		
• Ability to allow for electronic approval of requisitions with different workflow requirements for each department		
• Ability to sort requisitions by date, vendor, cost center/ department, commodity		
• Ability to store descriptive information on the P.O. document, including vendor name and address, shipping instructions, special instructions, and Terms & Conditions		
• The description field of a P.O. should have word-wrap capabilities.		
• Ability to generate single or multi-page P.O.s		
• Ability to revise and cancel purchase orders		
• Ability to track purchase orders and payments issued against blanket orders		
• Ability to electronically transmit P.O.s to vendors		

Item 16: Accts Payable (A/P)- Vendor Setup	Response	Notes
• Generate IRS 1099 for user selected vendors (both standard and E-file format) • Allow new vendor set up during invoice creation • Ability to warn of possible duplicate vendor entries even if entry is not an exact match (e.g. Ace Plumbing vs. Ace Plumbing Inc) • Ability to delete vendors as required with option of retaining or deleting history. • Retain vendor history including current period, year to date and all prior history • Ability to suspend/restart payment for specified vendors for user defined duration • Allow for one-time or temporary vendors		

Item 17: A/P- Processing Payment (Section 1)	Response	Notes
• Allow entering invoices into A/P batches on-line with control totaling • Allow processing vendor debit and credit memos, and automatically post to G/L • Allow reference to debit/credit memo to multiple vendor invoices • Allow selecting invoices for payment by due date range, payment date, AP batch #'s, etc. • Allow generating payment to multiple vendor invoices on one check • Support multiple payment types (e.g., system check, wire transfer, etc.) • Allow checks to be drawn on either multiple or single bank account(s) • Allow multiple partial payments against an invoice up to total dollar value of the invoice • Support on-line inquiries for invoice-by-invoice #, invoices by check # and invoices by vendor # • Ability to partially pay invoices and maintain open invoice records until paid in full • Allow for processing stop payments and voids • Provide on-line A/P data entry validation and error correction/ re-entry of information • Allow for creation of fixed or variable recurring payments with option of end date and separate payment cycle • Ability to handle P.O.s with nominal (approximate) quantities specified • Allow tracking of all changes to invoice adjustments/cancellations		

Item 18: A/P- Processing Payment (Section 2)	Response	Notes
• Allow for Automatic calculation of an estimated payment date or estimated receipt date as part of the A/P process		
• Allow user-defined aging categories		
• Age payable invoices based on invoice date		
• Allow processing installment and lease payments		
• Allow users to override invoice amount in case of discrepancies and identify the invoice as paid in full		
• Allow users to select invoices for payment based on invoice due date		
• Allow scheduling of check printing		
• Allow A/P module to post to G/L in summary the entire A/P distribution, manual check distribution, and cash disbursements distribution.		
• Ability to electronically transmit user-defined P.O. information from Purchasing Department and receiving location to A/P Department		
• Allow users to perform electronic matching of P.O. and user-defined invoice information		
• Ability to sort checks by vendor or by user-defined sequence within bank account #		
• Allow for voiding checks on-line and reversal of payment from master file		
• Ability to perform reconciliation of voided, canceled and returned checks on-line or in batch		
• Ability to perform automatic reversal of posted amounts and distributions, and generate adjustments for voided checks		
• Ability to manually void or reconcile a series of checks		
• Ability to flag and prevent printing blank checks, negative checks and zero checks		
• Ability to inquire on status of payment		
• Ability to generate checks on a daily, weekly, monthly or user defined basis.		
• Ability to produce a reconciliation activity report showing all the daily on-line update activity in the system.		
• Ability to provide invoice tracking for pending department/agency approvals.		
• Allow split of several invoices on an obligation		
• Allow generation of outstanding A/P report		
• Invoice date must be a required field so that it can be used as search criteria for reporting		

Item 19: A/P- Processing Payment (Section 3)	Response	Notes
• Allow for holding a credit memo on the vendor file for future off-set • Allow invoice number to be used for inquiry purposes on imported transactions • Ability to make changes to the vendor file once the payment has occurred • Allow running reports by check date, fiscal year or any user-defined period, regardless of when payments were processed • Ability to verify existence of documents to support the voucher prior to submittal (e.g. insurance certificates, performance bonds, etc.) • Ability to place vouchers on hold and to enter reasons for hold • The ability to flag and report duplicate purchase orders and invoices • Ability to allow for invoice data to be processed on-line • Ability to automatically calculate payment due date to take advantage of available discounts • Ability to provide for the issuance of "on demand" checks that automatically update the G/L • Ability to make adjustments to posted transactions in the system, so that the transaction is affected in both AP and GL.		
Item 20: A/P- Controls	Response	Notes
• Retain history of check #'s after payment and/or period end to avoid duplicates. Ideally, system generates check #'s and does not allow duplicates to be used for A/P vouchering • Automatically generate unique A/P batch #'s • Provide on-line warning if total payment amounts exceed invoice amount • Flag duplicate vendor invoices to preclude generating a check • Provide automatic data entry balancing control • Prevent payment to vendors with debit balances • Allow only authorized users to accept invoice prices that differ from vendor contract price • Allow only authorized users to override contract pricing, and provide contract • Report identifying all gaps in check sequence • Create system-controlled limits on vendor transactions, total dollar purchases, etc.		

Item 21: A/P- Reporting	**Response**	**Notes**
• Allow correction to invoice distribution without reentering invoice prior to G/L distribution • Cash Disbursements Journal listing each payment made and affected G/L accounts • Automatically print a listing of printed checks after each check printing cycle • Ability to print Manually Prepared Check Journal sequenced by check number to provide audit trail to support summary entry in G/L • Ability to generate a "Check Register" – The check register should be printed after each check run and should be sequenced by check number. This report should provide information on paid invoices such as: invoice gross amount, discount amount, net amount, vendor name/ID number, showing totals for each check number • Maintain vendor payment records on-line for current, year-to-date and prior years • Accumulate YTD purchases by vendor • Ability to print the list of vendors upon request based on user specified format such as: vendor ID number, alphabetical, or year-to- date purchase amount (dollars or quantity)		

Item 22: Consolidated Budget- General	Response	Notes
• Hierarchical structures can be defined that allow for reporting of individual as well as aggregate revenues and expenditures		
• Budget request data can be entered easily from user defined period		
• Capabilities allow users to develop budget forecasts using base-year budgets		
• Ability to perform a variety of revenue, expenditure, and fund balance forecasting		
• Ability to create, modify, and establish a budget for a specific project		
• Ability to develop budget for grants with different fiscal years		
• Capabilities allow forecasts to be expressed in terms of percentage increases or decreases		
• Subsequent changes to budgets can be analyzed without affecting current budgets		
• Provides the ability to enter budget requests on-line		
• Provide online worksheet to facilitate preparation of budgets using information from a user defined period		
• Ability to budget at account level		
• Ability to budget by position based on interactivity with HR and Payroll		
• Ability to approve budgets via on-line approval		
• Ability to provide dollar and percentage change techniques by budget line item or line item group to simplify budget preparation		
• Ability to specify the basis for computing the budget based on user defined criteria		
• Ability to allocate budgets across departments for the same line item as well as roll up to one total cost		
• Support GASB 34 reporting requirements		
• Budget module must recognize account attributes (groupings) that are built into the account structure in the general ledger		
• Ability to identify accounts with budgetary balances that meet criteria for being carried forward to the next fiscal period		
• Ability to close budgetary amounts from the current file at the end of the fiscal year		
• Ability to allow the rollover of selected budget lines, or all budget lines into the new fiscal year		
• Allow comparison of different budget versions		

Item 23: Budget Monitoring/ Modification	**Response**	**Notes**
• Provide a high level of security that would only allow specific users to access, create and/or approve specific budgets		
• Each cost center should have a contact person or "responsible person" assigned to it in the system which can be viewed by all users		
• System must support the entire budget process such as preparation, approval, amendments, monitoring, etc.		
• Ability to establish a tolerance level for budget warning and display warning notice when transactions are proposed for accounts whose budgets have been exceeded		
• Ability to set spending controls at various levels relating to funds available for expenditures		
• Ability to check for unauthorized charges against budgeted line items on a timely basis		
• Ability to provide on-line approval of proposed budgetary transactions		
• Ability to perform reallocation and tracking of budgets by funding source and department		
• Ability to perform budget modifications and maintain an audit trail of modifications.		
• Ability to compute "what if" scenarios using actual/adjusted budget data compared to actual/adjusted expenditure data in any combination		
• Ability to accommodate various budget recording methods such as increasing, decreasing, or replacing existing budgets (e.g., revisions, or changes in a grant agreement)		
• Allows budgets or budget items to be frozen at a certain level of approval during revision		
• Ability to deny financial transaction if it exceeds budgetary amount		
• Actual revenue and expenditure data stored and retrieved on-line for any number of past years		
• Ability to accommodate the transfer of funds between budgeted line items.		
• Budget projections can be made for multiple years according to user-defined parameters		
• Allows monthly and quarterly budget figures to be established, if desired		
• Ability to keep multiple budget years open at one time		
• Ability to maintain multiple budget versions		

Item 23: Budgeting- Reporting	Response	Notes
• Ability to produce budget to actual reports on- line • Ability to provide centralized monitoring of spending, budget preparation, and available balances • Ability to produce both standard and ad hoc reports as well as allow for the use of standard statistical and logically functional packages so that research and analysis can take place • Ability to produce internal reports of an organization unit as well as government-wide reporting • Ability to allow the comparison of budget to actual obligations and expenditures, including a variance and percentage variance • Ability to report on cost centers by the date any budget modification is received • Ability to generate exception reports or criteria-driven reports (e.g. accounts that are 75% expended at mid-year) • Allow users to run reports at a high level and drill down to lower levels • Ability to create the final budget document on-line in its finished form		

Request for Proposal (RFP)
Accounting and Financial Reporting Systems

Overview

Reach Cyber Charter School (Reach) is an online public K-12 school headquartered in Harrisburg, Pennsylvania. Reach provides a personalized, online learning experience, connecting students with certified teachers and a high-quality curriculum. Our school is authorized by the Pennsylvania Department of Education and supported by the Connections Academy family of public cyber schools. Reach Cyber Charter School is accredited by North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission and the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement approved by the AdvancED Global Commission which utilizes the Connections Education program.

Currently, Reach educates 3698 students and employs 307 teachers, administrators, and support staff. Our 2019-2020 annual budget of approximately $55 million is supported primarily by funding received from the resident school districts of our enrolled students. The amount that is received from each school district for each of their enrolled resident students is based upon a statutory funding formula, which requires tuition rates for both general and special education students. In addition to the funding received from Pennsylvania school districts, Reach expects to receive federal funding of approximately $1.7 million during the 2019-2020 school year.

Objective

Our objective is to collect information to assist us in the selection of an accounting and financial reporting system. The ideal system will best meet our school's functional and technical needs as outlined in this RFP while allowing us to be accountable and fiscally responsible to the taxpayers of the school districts that provide funding for our students' education. Our expectation is to work with a service provider that has the ability to provide timely program enhancements and upgrades in response to changing industry needs, regulatory requirements, and advancing technology.

Respondents who are selected for further consideration will be invited to make an on-site presentation to demonstrate their product and services. Reach will contact client references to evaluate the respondent's ability to demonstrate system functionality, expertise, and exceptional client service

Timeline

February 7, 2020	RFP released to vendors
February 26, 2020	Vendor proposal responses due
February 28, 2020	Vendors selected for further consideration notified
March 13, 2020	Vendor presentations/ demonstrations complete
March 18, 2020	Contract Awarded/Board Approval
April 1, 2020	Begin Conversion and Implementation
July 1, 2020	Go Live (anticipated)

Communication and Inquiries

Inquiries regarding this RFP are welcome at any time prior to 4:00 p.m. Tuesday February 25, 2020. All communications should be directed to:

Karen Yeselavage, Business Manager
Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA 17111
717-745-6961
kyeselavage@reach.connectionsacademy.org

Proposal Submission

Please submit 3 copies of your response to the above address on or before 4:00 p.m. Wednesday February 26, 2020. Responses shall include the following items:

1) <u>Cover Letter/ Executive Summary</u>– Please provide Reach with a cover letter or executive summary that provides your company's contact information, company background, staff size and expertise, years of service, and any other information that you may find helpful to us in making our decision.

2) <u>Checklist</u>– Please provide responses directly on the provided checklist of requested system features, or in a comparable format. Please indicate your ability to provide the requested features by indicating a numerical response to each checklist item. You may use the "Notes" area to provide explanation of exceptions or other commentary that may be useful. Numerical responses to each checklist item should be provided based on the following code:

> 3 = Most or all features are standard, or available via third party software
> 2 = Some features are standard, or planned for release/upgrade within the next 12 months
> 1 = Few or none of the requested features are currently available or planned

3) <u>Cost</u>– Please provide your proposed costs, itemized where applicable, for conversion of historical data, installation and implementation of software, start-up training, and ongoing support and maintenance.

4) <u>References</u>– Please provide the contact information (phone and/or email) for a minimum of five customers currently using comparable products and services.

Reach thanks you for your consideration, and we look forward to your response.