



Reach Cyber Charter School
BOARD MEETING

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

Date and Time:

Wednesday, February 17, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

1(800) 747-5150; Code 703-4511#

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. Ratification of Final Audit Report for the 2019-2020 School Year Annual Financial Audit (to follow) – D. Biondo/ K. Yeselavage

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

- V. Oral Reports
 - a. School Leader's Report (MSR attached) – J. Swan
 - i. Enrollment and Staffing Update – K. Hovorka
 - ii. State Testing Process during COVID-19 Precautions
 - iii. Graduation Planning
 - iv. OBL Winter Leadership Retreat
 - b. Financial Report (to follow) – K. Yeselavage

- VI. Consent Items
 - a. Approval of Minutes from the January 20, 2021 Board Meeting (attached)
 - b. Approval of Minutes from the January 27, 2021 Special Board Meeting (to follow)
 - c. Approval of Staffing Report (attached)
 - d. Approval of OBL Invoice(s) for January (attached)
 - e. Approval of School Calendar for the 2021-2022 School Year (attached)

- VII. Action Items

- VIII. Information Items
 - a. State Account Relations (STAR) Update – L. Johnson
 - i. Policy Maker Outreach Project – S. Stuccio
 - b. Partner School Leadership Team (PSLT) Update – M. Nelson

- IX. Strategic Planning
 - a. Approval of Agreements for Student Teaching Programs – J. Swan
 - i. Wilson College (attached)
 - ii. St. Francis University (attached)
 - iii. Community College of Allegheny County (CCAC) (attached)
 - iv. Robert Morris University (to follow)

- X. EXECUTIVE SESSION – Mid Year School Leader Review - 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 – D. Taylor

- XI. Adjournment and Confirmation of Next Meeting – Wednesday, April 21, 2021 at 9:00 a.m.

MONTHLY SCHOOL REPORT

School & Date Selection

School

Reach Cyber Charter School

Report Date

January 31, 2021

Currently Enrolled

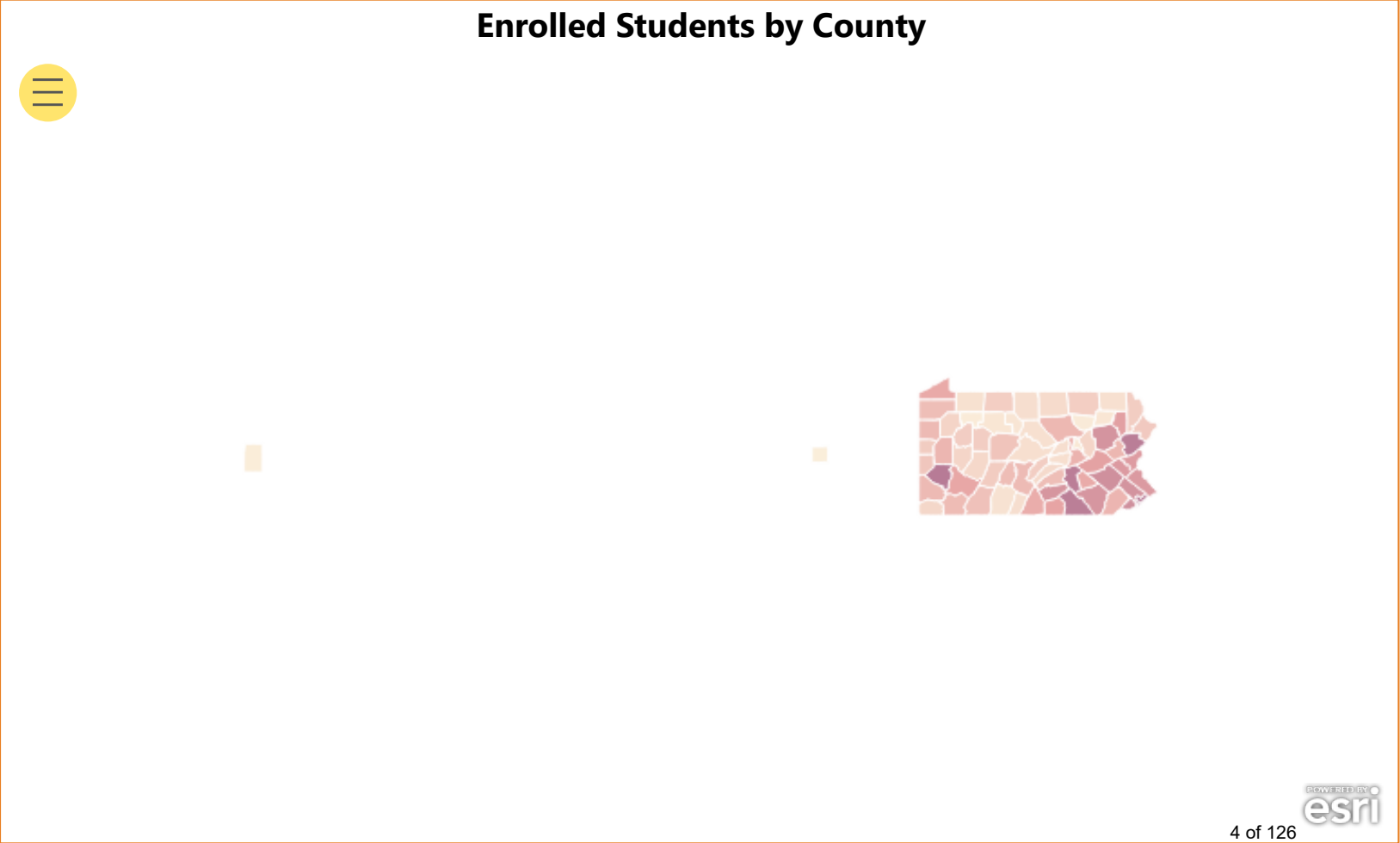
8820

Total YTD Enrolled

10338

Enrollment Services Complete (Stage 4)

10549



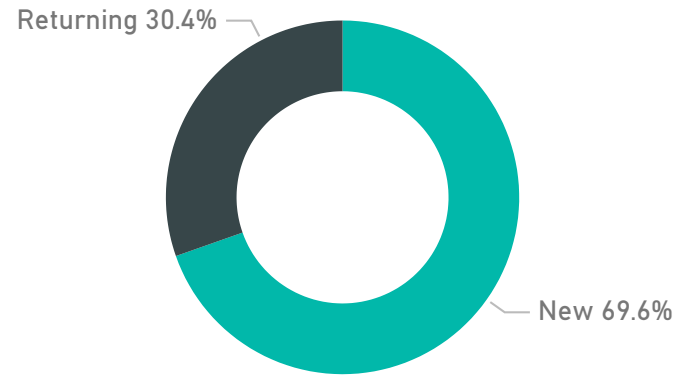
Reach Cyber Charter School

January 31, 2021

Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
139%

New and Returning

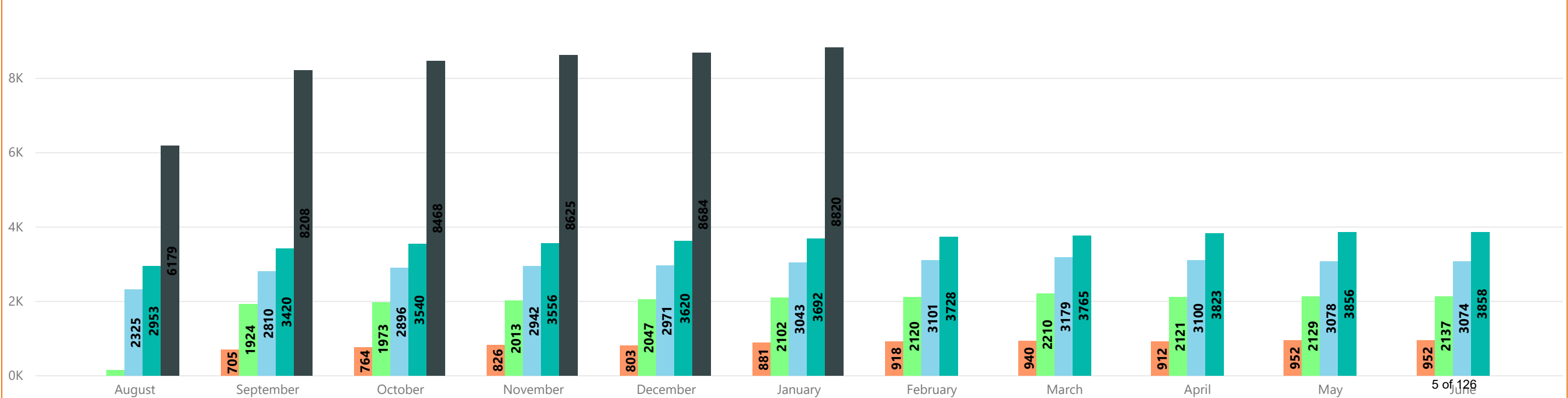


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

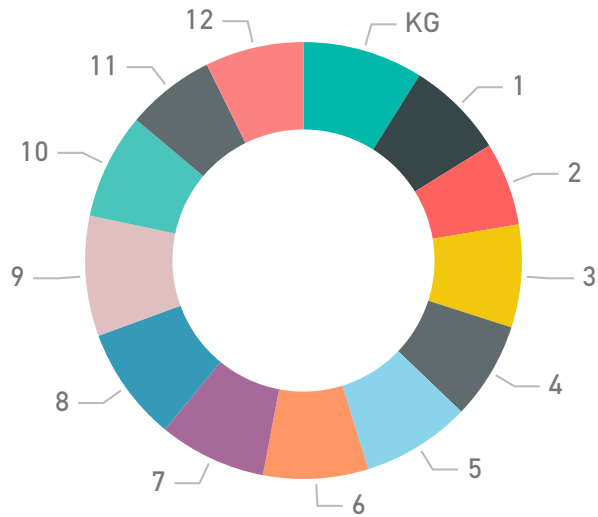
schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021



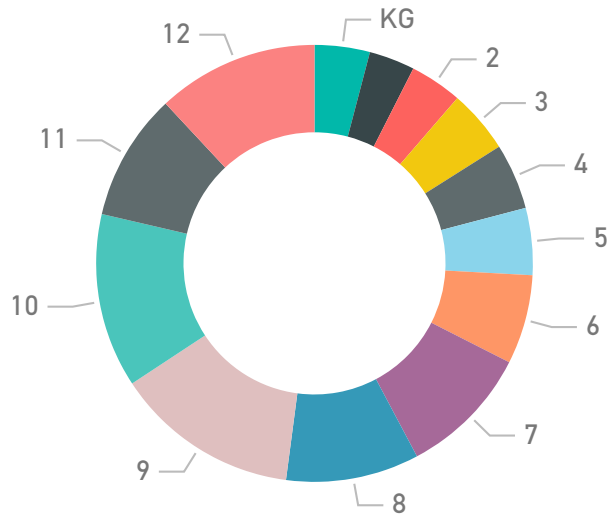
Reach Cyber Charter School

January 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

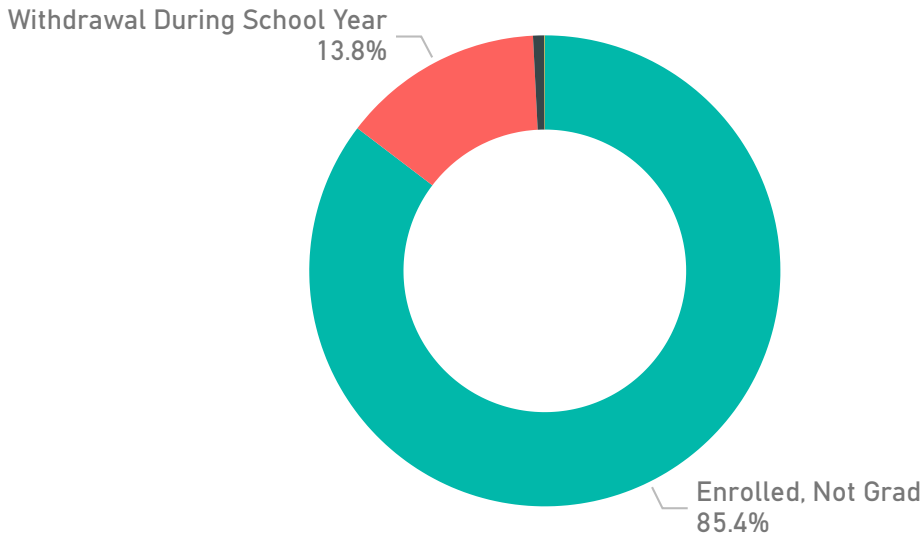


Grade Distribution

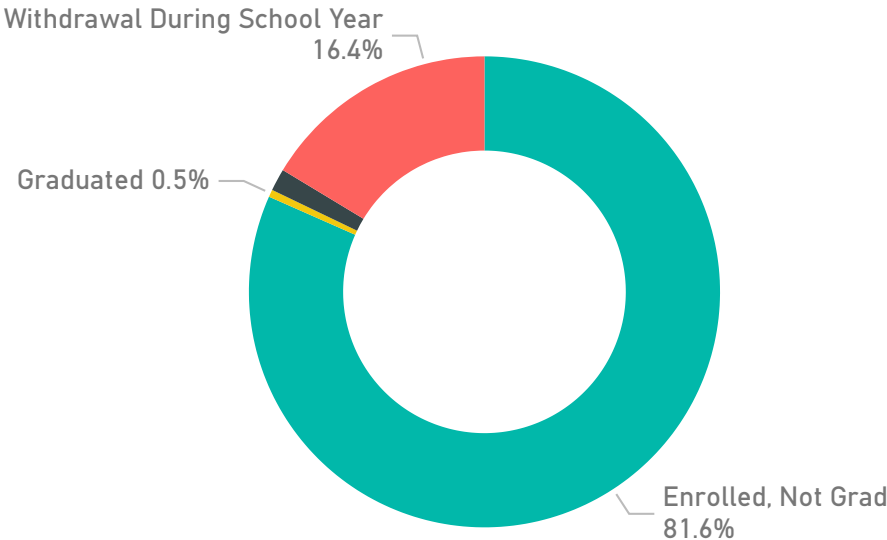
ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	419	11%	459	12%	1957	23%	1971	22%
KG	151	4%	160	4%	785	9%	786	9%
1	125	3%	137	4%	637	7%	641	7%
2	143	4%	162	4%	535	6%	544	6%
3-5	536	15%	568	15%	1986	23%	2016	23%
3	173	5%	186	5%	654	8%	671	8%
4	180	5%	181	5%	634	7%	635	7%
5	183	5%	201	5%	698	8%	710	8%
6-8	968	26%	1023	27%	2063	24%	2134	24%
6	244	7%	260	7%	673	8%	686	8%
7	360	10%	379	10%	670	8%	700	8%
8	364	10%	384	10%	720	8%	748	8%
9-12	1769	48%	1808	47%	2678	31%	2699	31%
9	504	14%	516	13%	784	9%	785	9%
10	476	13%	495	13%	677	8%	691	8%
11	348	9%	383	10%	576	7%	579	7%
12	441	12%	414	11%	641	7%	644	7%
Total	3692	100%	3858	100%	8684	100%	8820	100%

Reach Cyber Charter School
January 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

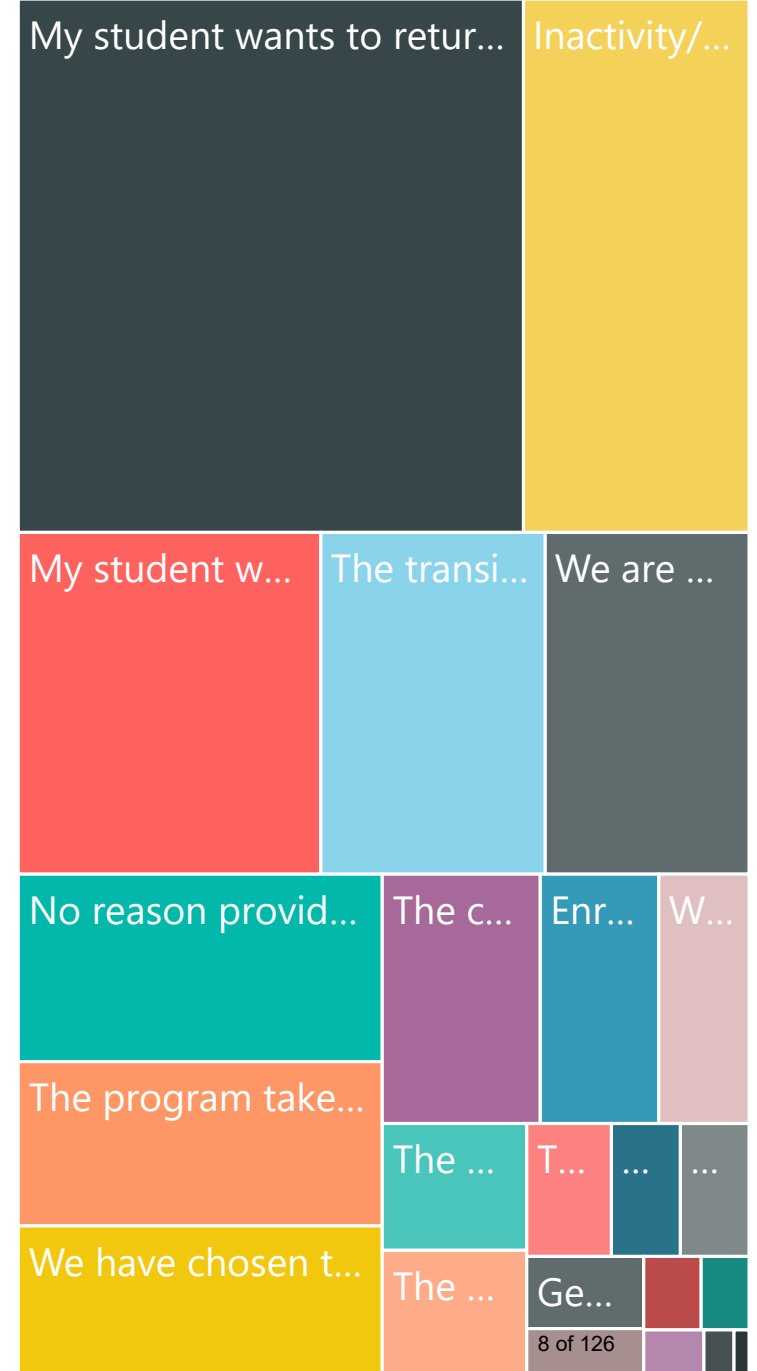
ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3696	82%	3858	78%	8687	87%	8824	85%
Graduated	23	1%	70	1%	3	0%	3	0%
Prior To Engagement	69	2%	80	2%	80	1%	80	1%
Withdrawal During School Year	741	16%	915	19%	1173	12%	1431	14%
Total	4529	100%	4923	100%	9943	100%	10338	100%

Enrollment Services Complete (Stage 4)
10549

Reach Cyber Charter School January 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	13	15	21	21
Another Reason	1	1	45	58
Deceased				1
Different/Better Schooling Option (Not related to socialization)	279	325	318	383
Generally dissatisfied with curriculum/course options	7	11	12	12
Inactivity	113	167	106	171
No longer able to provide a Learning Coach	21	20	32	32
No Reason Given	13	21	84	97
Program not flexible enough	16	16	24	26
Program takes too much of Learning Coach's time	24	27	76	85
Program takes too much of student's time	9	11	24	26
Pursuing GED	22	28	9	13
Required Documentation Incomplete		2		
Student wants more socialization	57	67	121	147
Technical Difficulties	1	1	4	4
The curriculum is too hard	26	33	51	56
Transition to virtual school too difficult	33	45	94	109
Unhappy with the school	4	4	13	13
We are moving	58	75	70	99
We have chosen to home school	44	46	69	78



Reach Cyber Charter School

January 31, 2021

Household Data

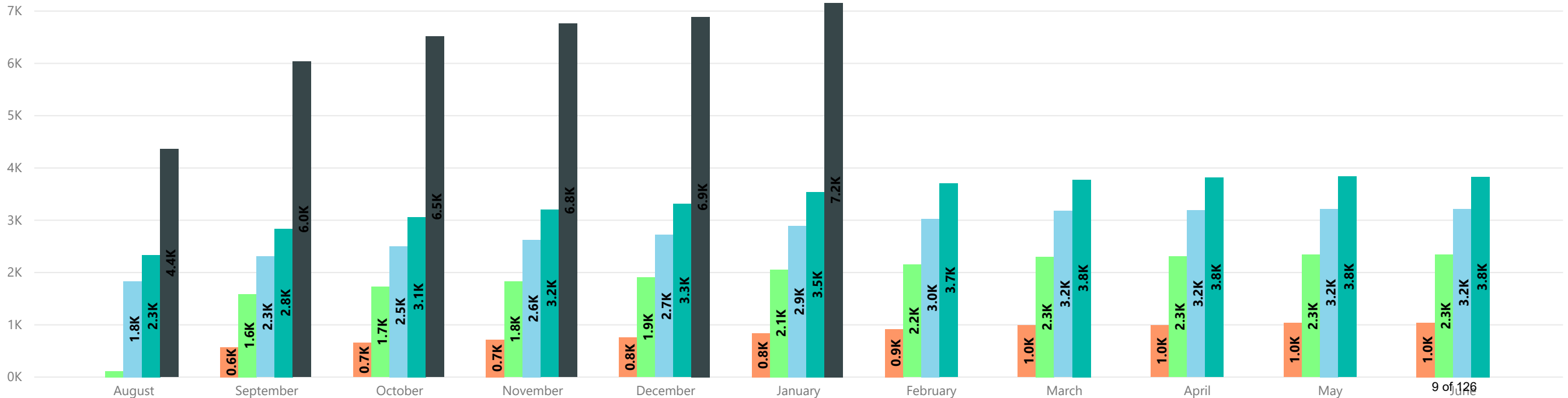
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	2927	3041	6074	6182
Graduated	23	70	3	3
WD During School Year	606	749	842	1028
WD Prior To Engagement	66	75	66	68

Students Per Active Household

	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1.26	1.27	1.43	1.43

Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021



Reach Cyber Charter School January 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	509	544	1156	1192
Not Hispanic or Latino	3181	3312	7525	7626

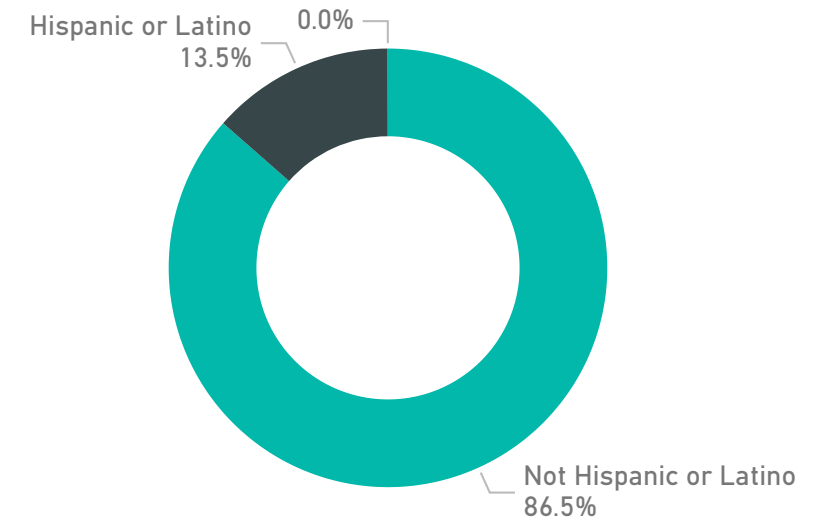
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	150	155	276	281
Asian	75	82	208	211
Black/African American	1125	1196	2552	2610
Native Hawaiian or Other Pacific Islander	46	47	100	105
White	2680	2761	6468	6554

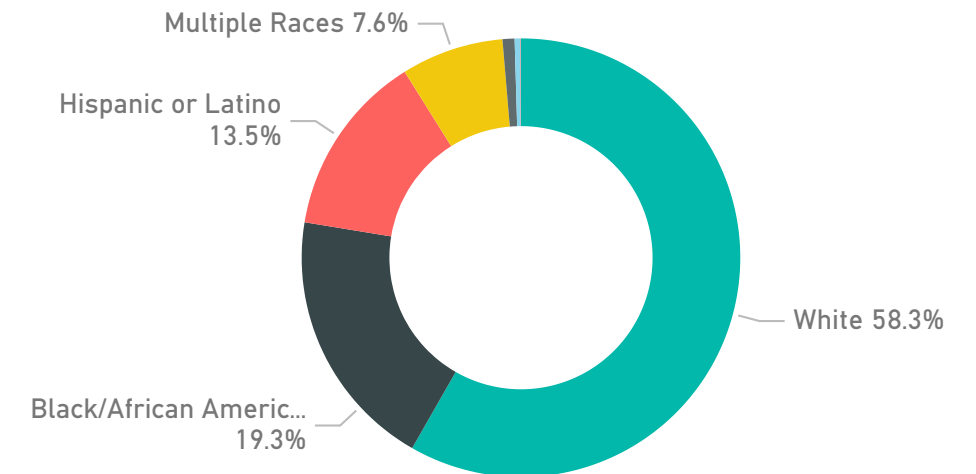
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	24	23	37	37
Asian	30	36	80	78
Black/African American	761	827	1674	1704
Hispanic or Latino	509	544	1156	1192
Multiple Races	272	272	653	666
Native Hawaiian or Other Pacific Islander	2	2	2	2
Not Indicated	2	2	2	2
Parent refused to report race			1	
White	2092	2152	5079	5139

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Reach Cyber Charter School
January 31, 2021

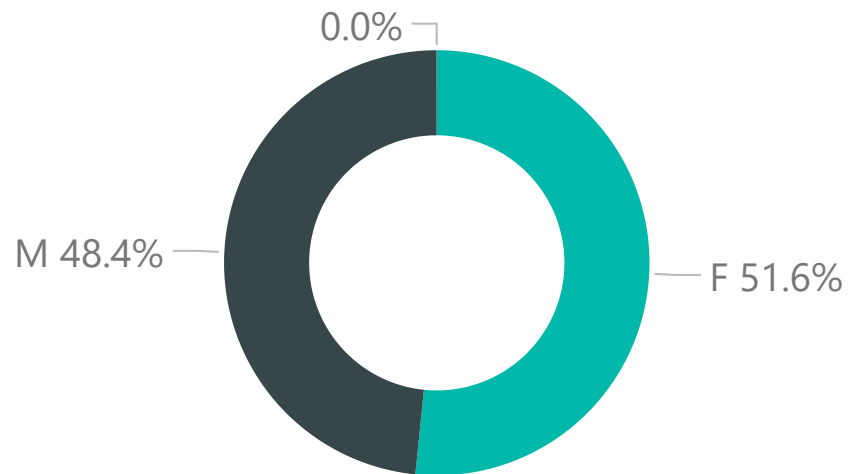
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1	1	1
F	1982	2066	4498	4552
M	1708	1790	4185	4267
X	1	1		

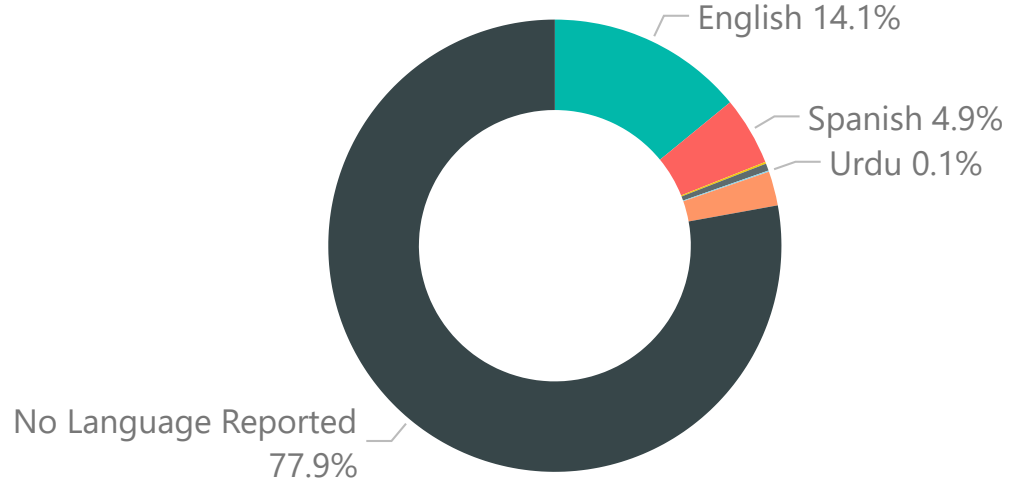
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1117	1105	1235	1241
Spanish	155	165	418	431
Russian	4	2	13	12
Arabic	10	9	39	45
Urdu	3	4	8	8
Another Language	83	93	213	216
No Language Reported	2320	2480	6758	6867

Enrolled Students by Gender



Enrolled Students by Language



Reach Cyber Charter School

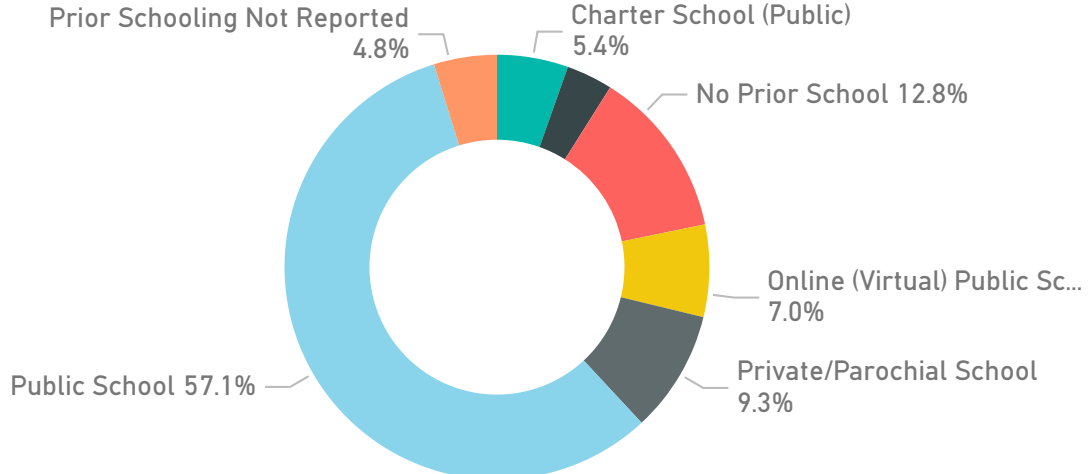
January 31, 2021

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	294	314	466	478
Home School	192	189	276	311
No Prior School	370	359	1134	1131
Online (Virtual) Public School	348	353	558	619
Private/Parochial School	185	203	816	820
Public School	2150	2291	5001	5038
Prior Schooling Not Reported	153	149	433	423

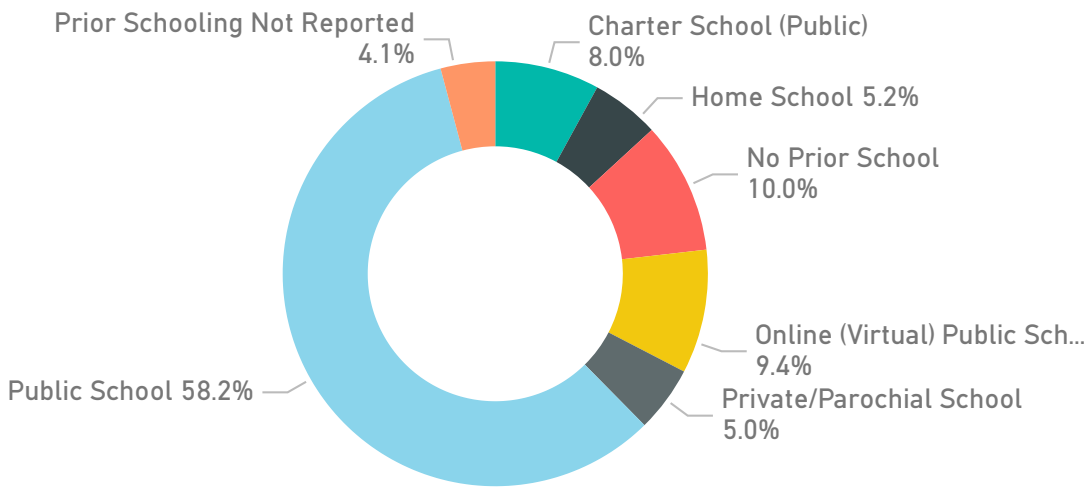
Prior Schooling

January 31, 2021



Prior Schooling

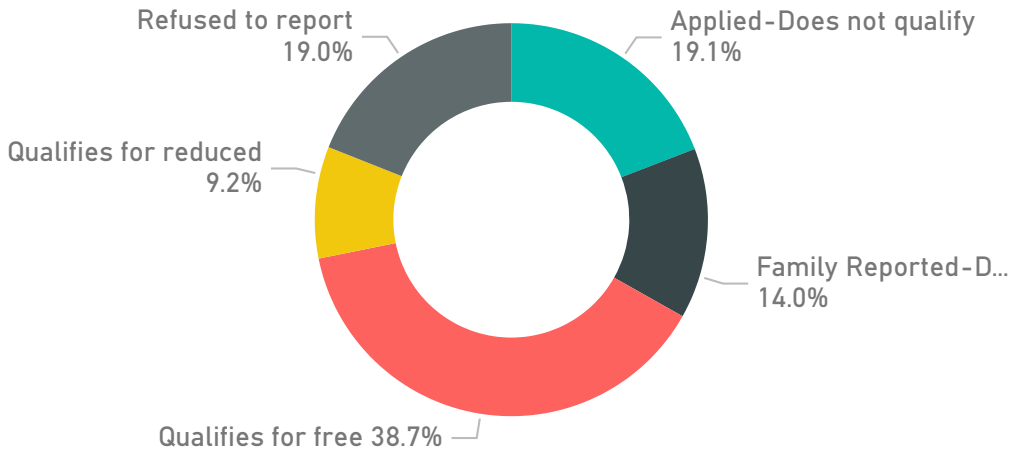
January 31, 2020



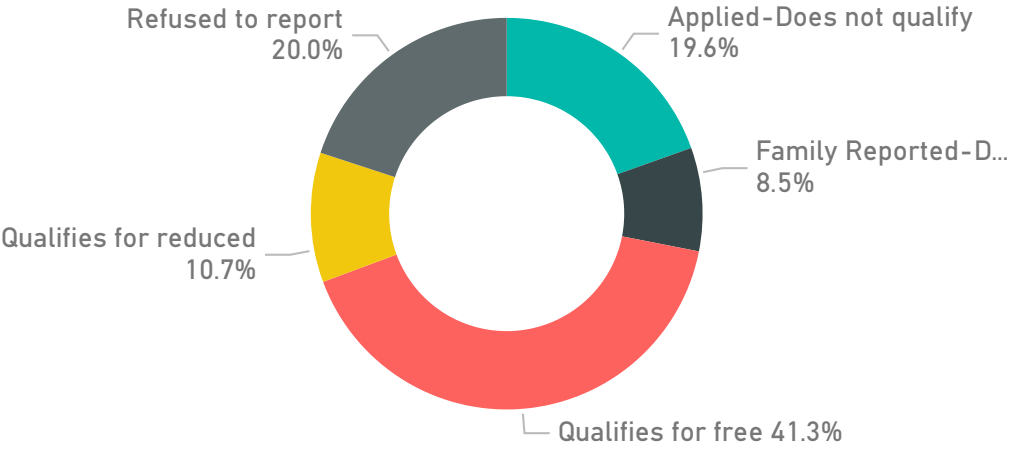
Reach Cyber Charter School

January 31, 2021

FARM Eligibility January 31, 2021

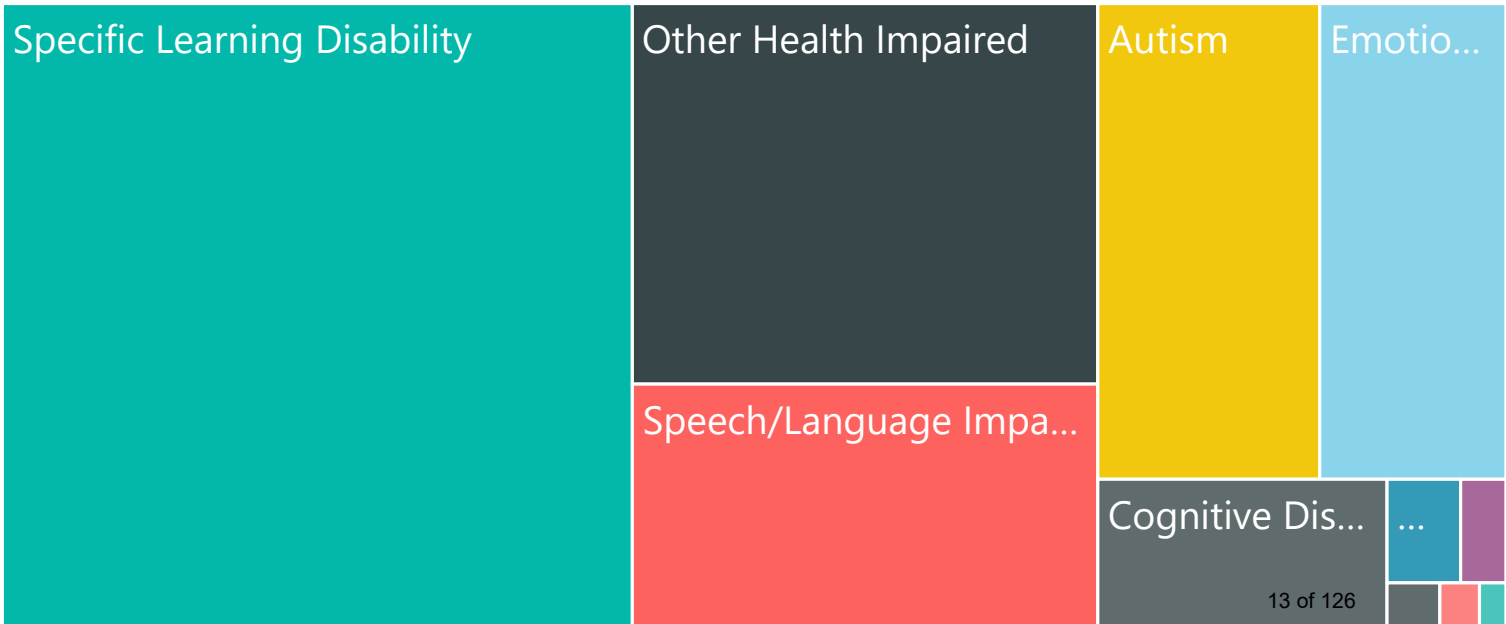


FARM Eligibility January 31, 2020



Disability

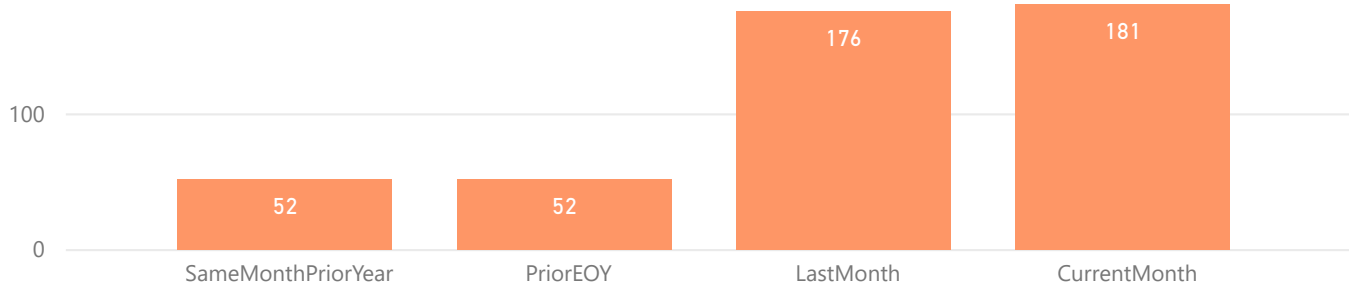
Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	79	82	167	180
Cognitive Disability	41	42	67	73
Emotionally Impaired	109	120	146	151
Hearing Impaired	1	3	8	8
Multiple Disabilities	1	1	3	3
Other	2		4	13
Other Health Impaired	148	166	287	302
Physical Disability	1	1		
Specific Learning Disability	344	387	638	670
Speech/Language Impaired	48	55	182	193
Traumatic Brain Injury	2	3	1	2
Visually Impaired	2	2	4	4



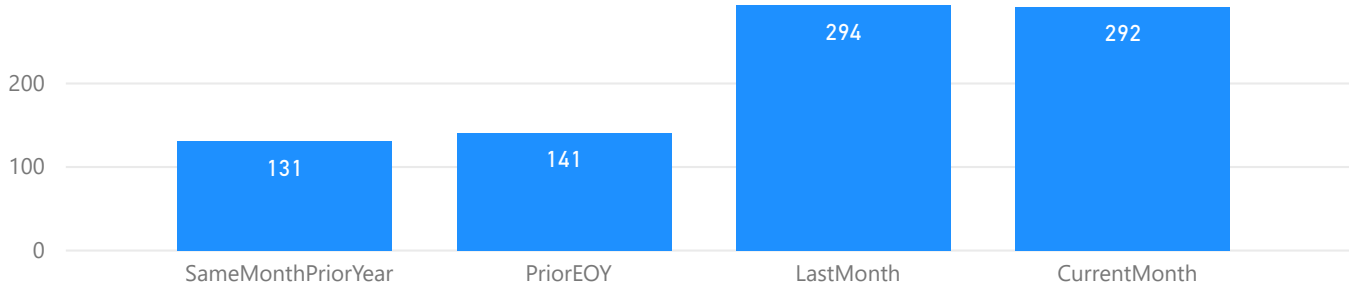
Reach Cyber Charter School

January 31, 2021

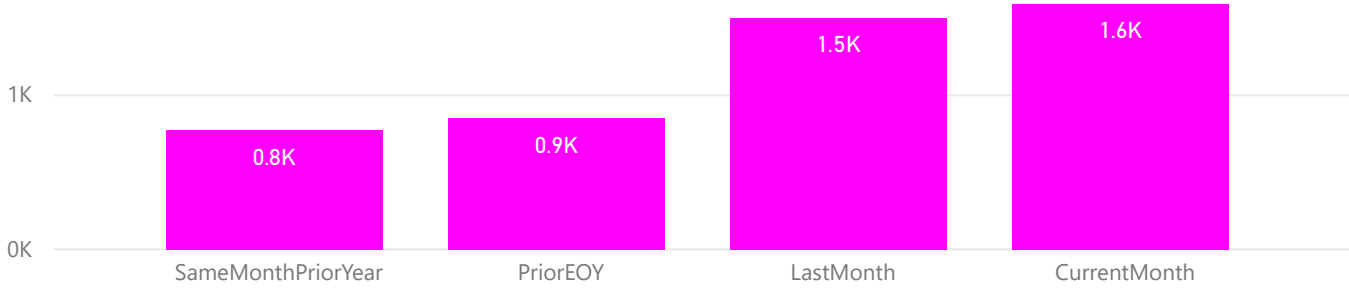
Gifted



Plan504



IEP



Currently Enrolled

8820

Gifted

2%

Plan504

3%

IEP

18%

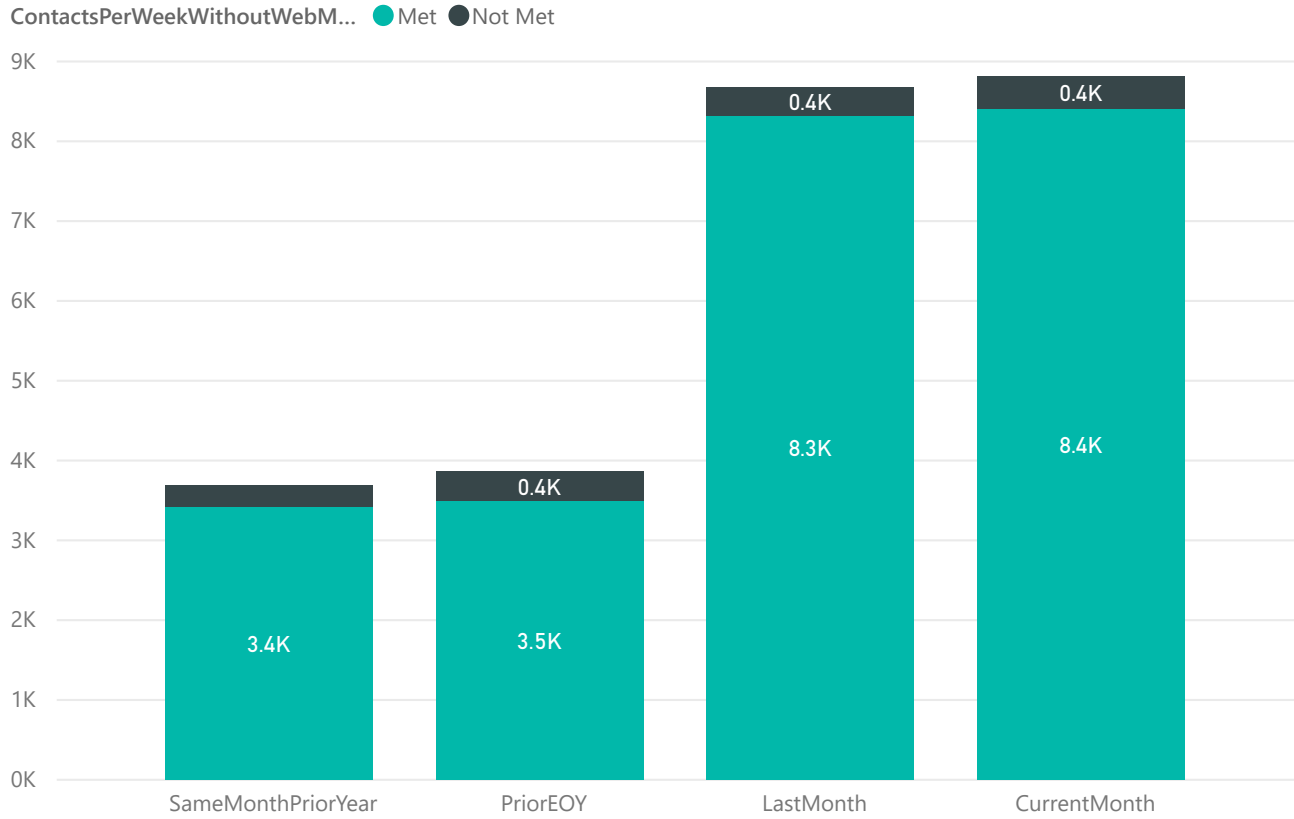
Not in Special Population

77%

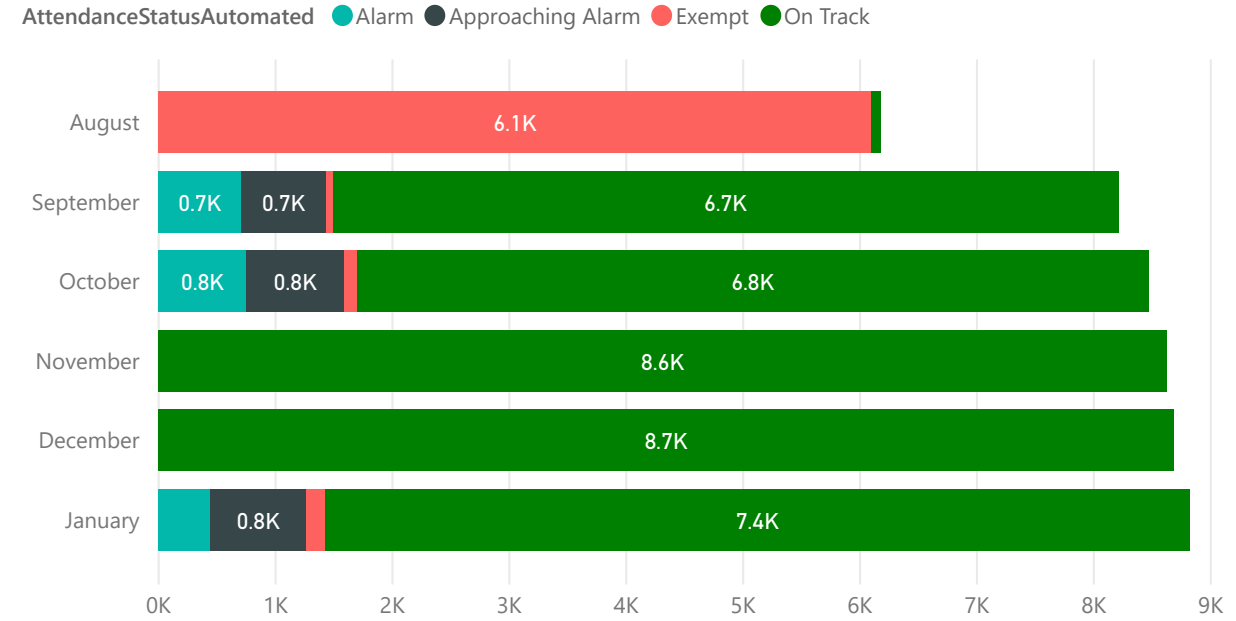
Reach Cyber Charter School

January 31, 2021

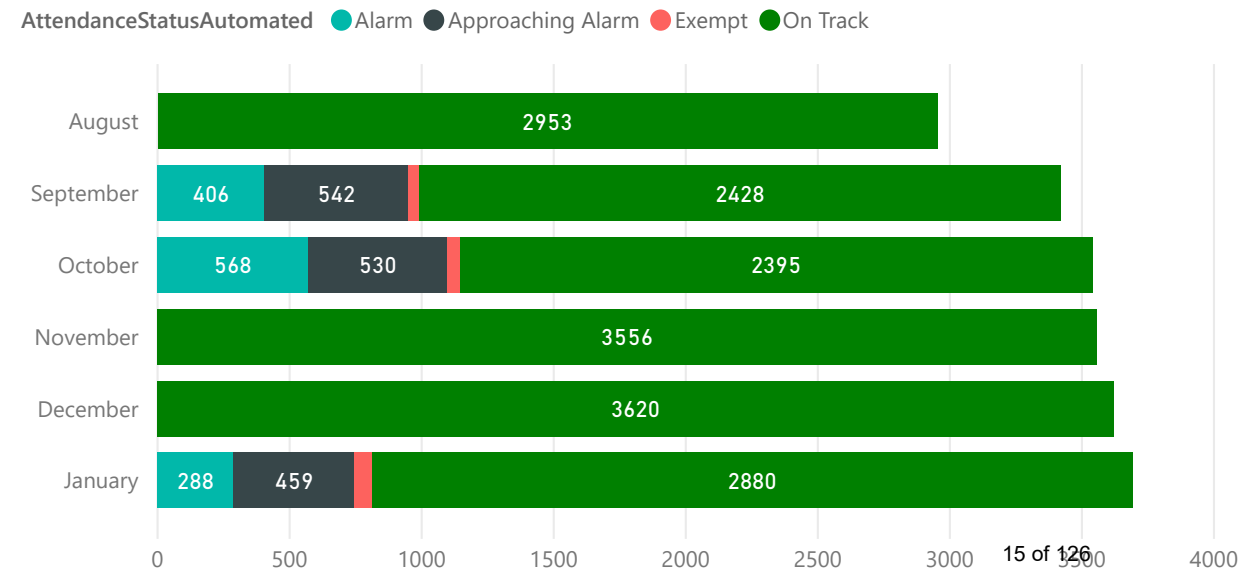
Contacts Per Week



School Year: 2020-2021



School Year: 2019-2020



Currently Enrolled

8820

Reach Cyber Charter School

January 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	100%	95%	83%	100%
3-5	100%	97%	84%	100%
6-8	100%	98%	81%	100%
9-12	100%	99%	74%	100%
Total	100%	98%	80%	100%

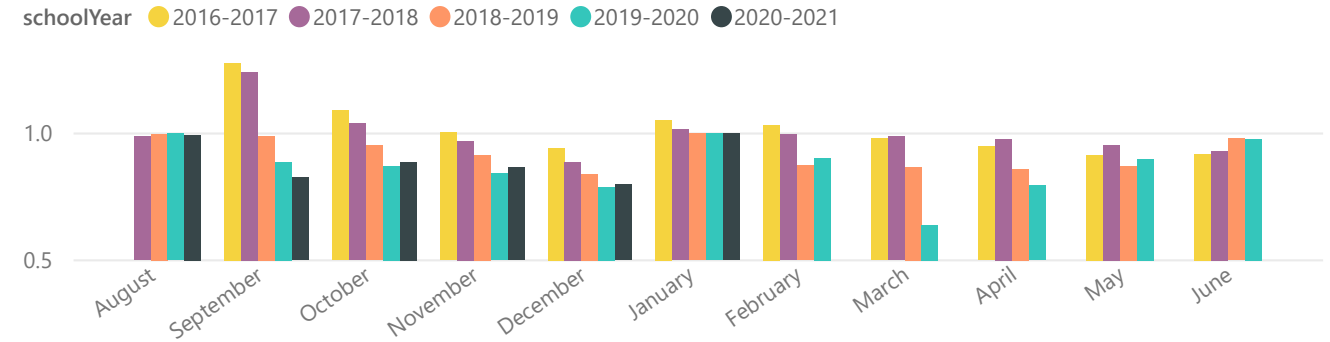
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	84%	86%	83%	86%
3-5	77%	81%	74%	81%
6-8	75%	77%	71%	78%
9-12	76%	76%	69%	79%
Total	77%	78%	74%	81%

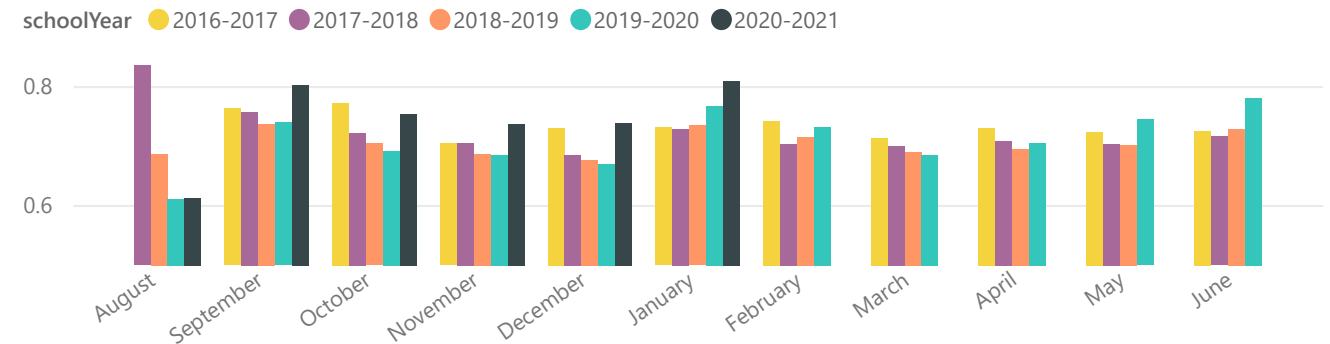
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	105%	86%	103%	104%
3-5	108%	89%	103%	105%
6-8	104%	84%	101%	104%
9-12	100%	82%	96%	100%
Total	103%	84%	101%	103%

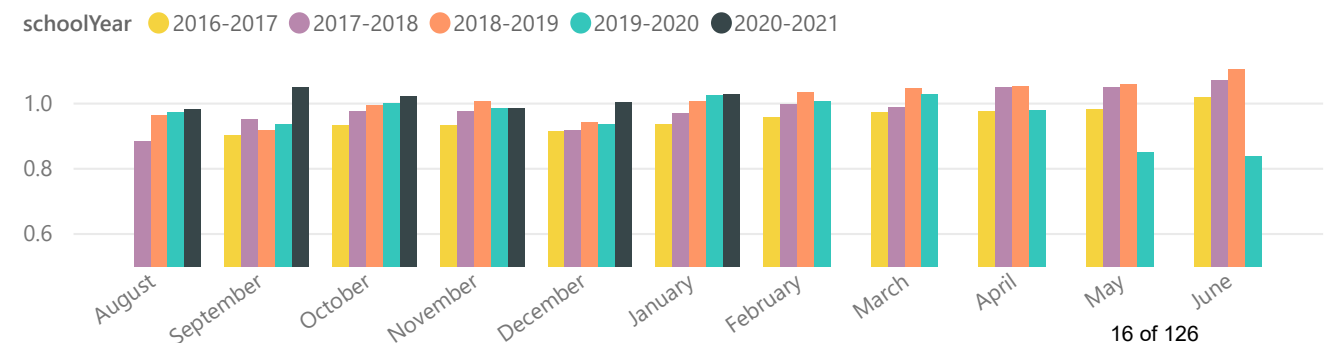
Average Total Participation



Average Total Performance



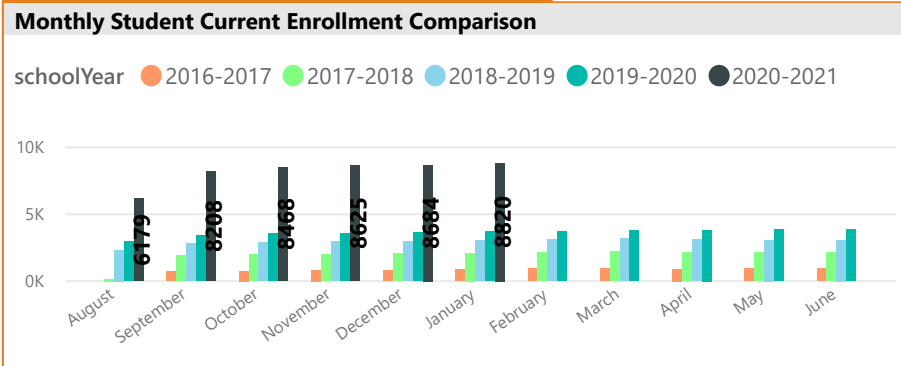
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
8820	10338
Enrollment Services Complete (Stage 4)	
10549	

Reach Cyber Charter School
January 31, 2021

Current Enrollment Month-Over-Month Change
2%
Current Enrollment Year-Over-Year Change
139%



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	3696	82%	8824	85%
Graduated	23	1%	3	0%
Prior To Engagement	69	2%	80	1%
Withdrawal During School Year	741	16%	1431	14%
Total	4529	100%	10338	100%

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New or Returning				
New	1906	51.63%	6140	69.61%
Returning	1786	48.37%	2680	30.39%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	2927	6182
Graduated	23	3
WD During School Year	606	1028
WD Prior To Engagement	66	68

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.26	1.43

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	419	11%	1971	22%
KG	151	4%	786	9%
1	125	3%	641	7%
2	143	4%	544	6%
3-5	536	15%	2016	23%
3	173	5%	671	8%
4	180	5%	635	7%
5	183	5%	710	8%
6-8	968	26%	2134	24%
6	244	7%	686	8%
7	360	10%	700	8%
8	364	10%	748	8%
9-12	1769	48%	2699	31%
9	504	14%	785	9%
10	476	13%	691	8%
11	348	9%	579	7%
12	441	12%	644	7%
Total	3692	100%	8820	100%

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear
Applying for next year	
Deceased	
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity/Lack of Attendance	
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	
Technical Difficulties	
The curriculum is too easy.	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program takes too much of the student's time.	
The program/schedule is not flexible enough.	17 of 126

**Reach Cyber Charter School
January 31, 2021**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	1982	4552
M	1708	4267
X	1	

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	79	180
Cognitive Disability	41	73
Emotionally Impaired	109	151
Hearing Impaired	1	8
Multiple Disabilities	1	3
Other	2	13
Other Health Impaired	148	302
Physical Disability	1	
Specific Learning Disability	344	670
Speech/Language Impaired	48	193
Traumatic Brain Injury	2	2
Visually Impaired	2	4

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	52	181

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	131	292

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1117	1241
Spanish	155	431
Russian	4	12
Arabic	10	45
Urdu	3	8
Another Language	83	216
No Language Reported	2320	6867

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	773	1593

Gifted	Plan504
2%	3%

IEP	Not in Special Population
18%	77%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	509	1192
Not Hispanic or Latino	3181	7626

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	24	37
Asian	30	78
Black/African American	761	1704
Hispanic or Latino	509	1192
Multiple Races	272	666
Native Hawaiian or Other Pacific Islander	2	2
Not Indicated	2	2
White	2092	5139

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	150	281
Asian	75	211
Black/African American	1125	2610
Native Hawaiian or Other Pacific Islander	46	105
White	2680	6554

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	584	1431
Family Reported-Does not qualify	262	1077
Qualifies for free	1140	2661
Qualifies for reduced	322	644
Refused to report	606	1408

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	294	478
Home School	192	311
No Prior School	370	1131
Online (Virtual) Public School	348	619
Private/Parochial School	185	820
Public School	2150	5038
Prior Schooling Not Reported	153	423

Reach Cyber Charter School
January 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	3420	8406
Not Met	269	412

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
Alarm	288	446
Approaching Alarm	459	815
Exempt	65	163
On Track	2880	7396

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	100%	100%
3-5	100%	100%
6-8	100%	100%
9-12	100%	100%
Total	100%	100%

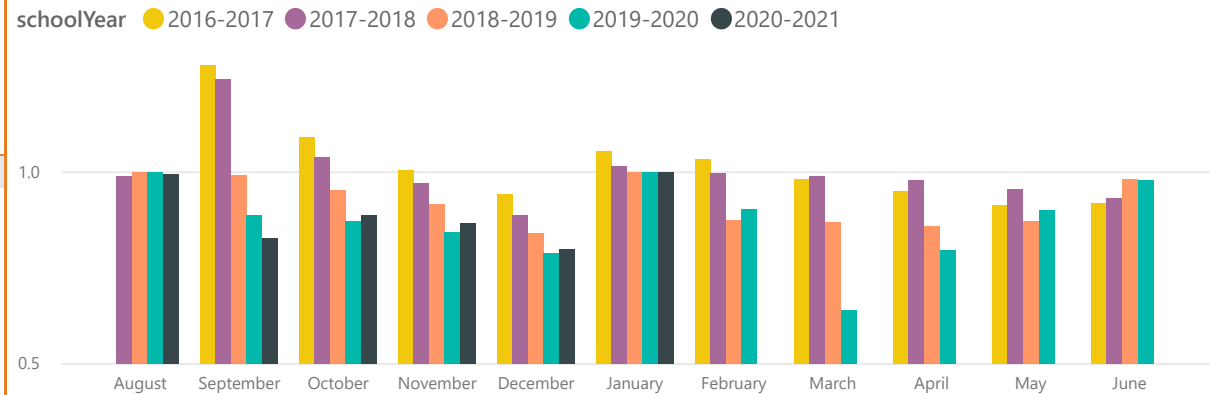
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	84%	86%
3-5	77%	81%
6-8	75%	78%
9-12	76%	79%
Total	77%	81%

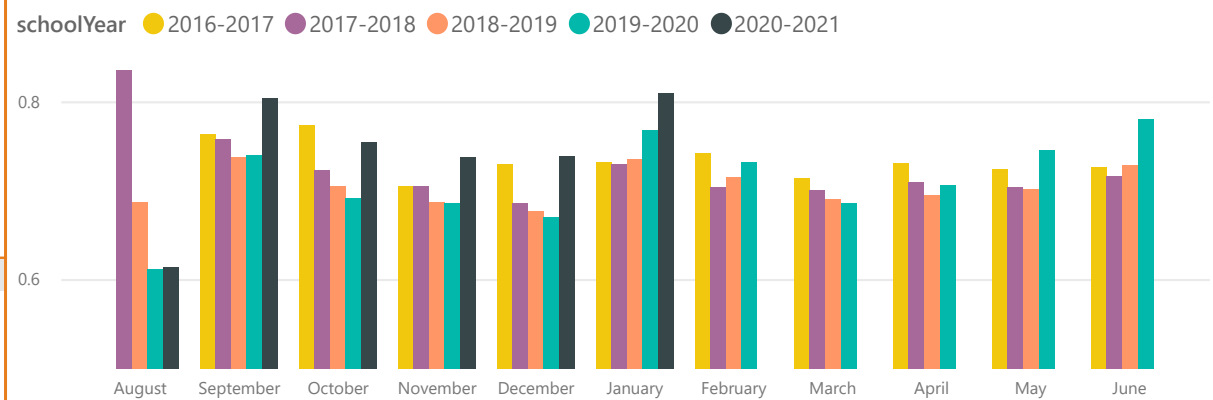
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	105%	104%
3-5	108%	105%
6-8	104%	104%
9-12	100%	100%
Total	103%	103%

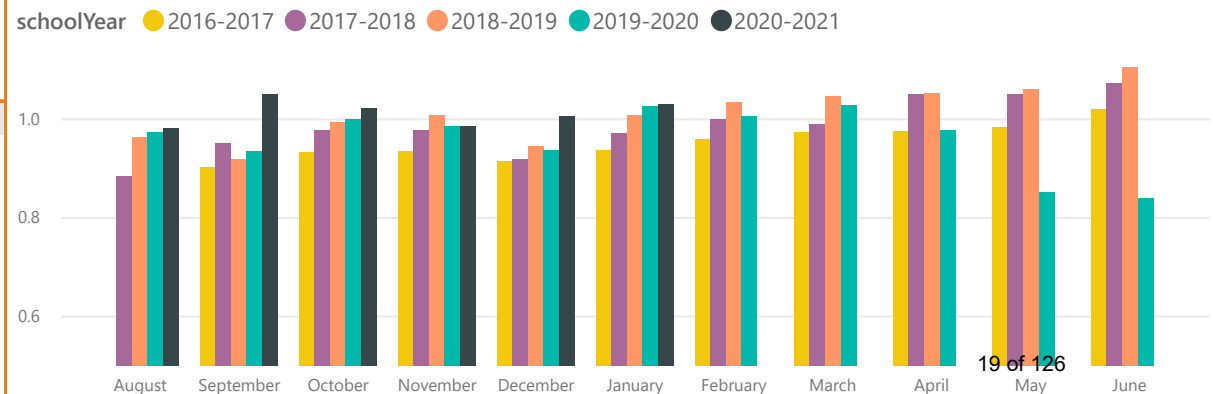
Average Total Participation



Average Total Performance



Average Total Attendance





Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, January 20, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

-And via teleconference-

1(800) 747-5150; Code 703-4511#

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:05 a.m. when all participants were present and able to hear each other. The meeting was open to the public in person at the school, and held via teleconference.

Board Members Present: David Taylor, Joe Harford, Gail Hawkins Bush and Dave Biondo (all via phone);

Board Members Absent: Paul Donecker and Alex Schuh;

Guests: Karen Yeselavage and Scott Stuccio (in person at the school, following COVID-19 social distancing protocols); Jane Swan, School Leader; Pat Hennessey, Board Counsel; Kristin Hovorka, Rachel Graver, LeeAnn Ritchie, J.D. Smith, Kelly McConnell, Corey Groff, Nancy Wagner, Stephanie Bost, Devin Meza-Rushanan, Greg McCurdy, Alicia Swope, Erica Carroll, Radelle Fritz and Dan Latislaw, School Staff; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Laura Sitler, Robin Pearson, Melissa Brown, Emily Lee and Megann Arthur, Online and Blended Learning (OBL) staff (via phone).

II. Public Comment

There were no public comments made at this time.

[Ms. Carroll and Ms. Fritz joined the meeting at 9:06 a.m.]

III. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board advised of their intent to add Item a) Audit Committee Item: Acceptance of Draft Audit Report for the 2019-2020 SY Annual Financial Audit and Authorization for Board Treasurer as Board Designee to work with School Leadership to Finalize and Submit all associated documentation by the applicable deadlines to the Financial Report portion of the agenda. The Board additionally advised of their intent to add item c) Review and Consideration of MOU with Penn State University to the Strategic Planning portion of the agenda. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the January 20, 2021 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. School Leader's Report

Ms. Swan highlighted specific data points within the Monthly School Report, as included in the Board meeting materials. She updated the Board on the school's current enrollment, specifying enrollment numbers by grade level. Ms. Swan also discussed cohort data in detail with the Board.

i. Enrollment and Staffing Update

Ms. Hovorka updated the Board on the school's current staffing levels, discussing open roles and the hiring process.

ii. Student Intern and Teacher Program

Ms. Ritchie presented this item to the board. She provided an overview of this program highlighting the specific college partnerships and discussed the anticipated number of interns that will be participating in the program in the spring.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, and balance sheet with the Board and advised of updated projections.

i. Audit Committee, Committee of the Entire Board

Ms. Yeselavage provided an overview of the audit documentation as included in the Board meeting materials. She advised that under the unqualified opinion there were no findings in the report. Ms. Yeselavage discussed with the Board the recommendation to appoint a Board Designee to finalize the audit report for submission on behalf of the Board. The Board recommended Mr. Biondo, Board Treasurer, to serve as Designee. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Acceptance of Draft Audit Report for the 2019- 2020 School Year Annual Financial Audit and Authorization for Board Treasurer as Board Designee to work with School Leadership to Finalize and Submit all associated documentation by the applicable deadlines, is hereby approved.

The motion passed unanimously.

ii. Budget Development Process Update

Ms. Yeselavage reviewed the 2021-2022 planned budget development process with the Board. She advised the Board that the process includes input from the Board and School Leader. Ms. Yeselavage further reviewed the anticipated budget development schedule, including the final budget consideration likely to be in May.

V. Consent Items

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from the November 18, 2020 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of OBL Invoice(s) for November (# 91000006874) and December (# 91000006961);
- d. Approval of the 2021-2022 School Year General School Handbook; and
- e. Approval of the 2021-2022 School Year State Specific School Handbook; are hereby approved.

The motion passed unanimously.

VI. Action Items

There were no action items to consider.

VII. Information Items

a. State Account Relations (STAR) Update

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

i. Brand Refresh Update

Ms. Johnson provided a brief history of Connections Academy trademark, branding and marketing efforts nationally, and noted the 20th anniversary of the brand in 2021. She advised of the planned branding updates to be made as the enrollment process begins for the 2021-2022 school year, including a brighter color palate and the transformation of outreach messaging.

ii. Marketing Services Overview

Ms. Sitler reviewed the Marketing Services Overview document, as included in the Board meeting materials, in detail. She highlighted the key roles and responsibilities of OBL's Marketing team within the Agreement with the Board, and the focus areas based on proven success.

The Board discussed the brand refresh and how it will aid in brand favorability with Ms. Sitler. The Board further discussed marketing efforts that ensure a focus on diversity and inclusivity.

iii. Policy Maker Outreach Project

Mr. Stuccio presented this item to the Board. He provided an overview of the recent legislative visit in December discussing the robust conversation and positive remarks. Mr. Stuccio further advised of a second legislative visit upcoming in January and highlighted other outreach efforts. Board members indicated their support of the initiatives discussed, including letters of support from each member of the Board.

b. Partner School Leadership Team (PSLT) Update

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

i. School Operations Metrics

Ms. Brown presented to the Board on behalf of Online & Blended Learning's (OBL) School Leadership Team. She reviewed the Operations Metrics data included in the Board materials, highlighting the school's performance as compared with other OBL partnering schools of similar size and years in operation. Board members discussed metrics data with Ms. Brown.

[Ms. Sittler left the meeting at 9:58 a.m.]

VIII. Strategic Planning

a. Strategic Plan Report

Ms. Swan provided a status update of initiatives that have been implemented as part of the strategic plan.

[Ms. McGlynn and Mr. Harford left the meeting at 9:59 a.m.]

b. Review and Consideration of STEM Gaming Microgrant Agreement

Mr. Smith provided an overview of the program highlighting the benefits of this program for REACH students. He discussed the interactive and engaging nature of this program and the alignment to the mission of the school. Mr. Smith further discussed the pilot proposal for this program specifying grade levels that would be included in the pilot.

[Mr. Corcoran left the meeting at 10:04 a.m.]

This item was tabled due to lack of quorum.

c. Review and Consideration of MOU with Penn State University

This item was tabled due to lack of quorum.

IX. EXECUTIVE SESSION – Mid Year School Leader Review-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

This item was tabled due to lack of quorum.

X. Adjournment and Confirmation of Next Meeting – Wednesday, February 17, 2021 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. The Board expressed their intent to hold a Special Meeting before the end of January in order to consider the tabled items from today's agenda. Ms. Arthur advised that she would poll Board members for availability. There being no further business or discussion and the Board being at the end of the agenda available for consideration, the meeting was adjourned at 10:06 a.m.

REACH Staffing Report February 2021

New Hires

First Name	Last Name	Area	Compensation	Bonus Potential	Start Date
Jeffery	Aglow	STEM Coach	\$56,500.00	4%	1/19/2021
Caitlyn	Bomalaski	School Social Worker	\$56,500.00	4%	2/9/2021
Lindsey	Davis	Middle School Teacher	\$54,000.00	4%	2/9/2021
Nicole	Fritz	Special Education Teacher	\$57,000.00	4%	2/9/2021
Carolyn	Huttel	School Nurse	\$51,000.00	4%	2/9/2021
Cassandra	Jackson	Family Mentor	\$53,500.00	4%	1/26/2021
Rebecca	Kelley	Permanent Substitute Teacher- Elementary	\$50,000.00	n/a	2/9/2021
Patricia	Klinger	Family Consumer Science Teacher	\$60,000.00	4%	2/9/2021
Luke	Koch	Permanent Substitute Teacher Middle School	\$50,000.00	n/a	1/26/2021
Meghan	Mace	Middle School Teacher	\$50,500.00	4%	2/2/2021
Daphne	Matlin	Special Education Teacher	\$60,500.00	4%	1/19/2021
Alison	Medura	Permanent Substitute Teacher- Elementary	\$50,000.00	n/a	2/9/2021
Stefanie	Sanders	Permanent Substitute Teacher- Elementary	\$50,000.00	n/a	2/2/2021
Bryshon	Sweeney	Family Mentor	\$50,000.00	4%	1/26/2021
Vincent	Thoder	School Psychologist	\$79,000.00	4%	2/9/2021
Elizabeth	Tinsman	Family Mentor	\$50,000.00	4%	1/26/2021
Jamie	Tracy	Special Education Teacher	\$57,000.00	4%	1/19/2021
Sarah	Walter	Special Education Teacher	\$51,000.00	4%	1/19/2021
Ashtin	Wiley	Middle School Teacher	\$52,500.00	4%	2/2/2021

Departing Employees

Name	Area	Last Day of Work
Ashley Newcomer	Special Education Teacher	01/29/2021
Kayla Lingle	School Social Worker	02/05/2021

Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date

Jeffrey Aglow

271 Lamplite Drive, Carlisle, PA 17013

(267) 221-5104

jeffaglow@yahoo.com

Objective

To further my career as a STEM educator through helping students receive the best education possible while having access to necessary resources to help them explore personal curiosities and interests. I also would like to help fellow educators achieve similar goals through assisting them in becoming the best educators possible.

Achievements

Shippensburg University

Bachelor's Degree in Middle Level Education Science and Language Arts

Graduated Cum Laude

Dean's List GPA: 3.49

Men's Rugby Team for four years and team Treasurer in 2012

Shippensburg University Volunteer Writing Tutor

Penn State University

Master's Degree in Learning, Design, and Technology

GPA 3.96

Work History

Eighth Grade Physical Science Teacher at Wilson Middle School, Carlisle, Pennsylvania

August 2013-Present

- Seven years of full-time teaching experience as an eighth grade science teacher.
- Teach Physical Science (Chemistry and Physics) planned daily lessons in which I implemented a variety of inquiry-based lessons, hands on laboratory investigations, and used various technology resources in the classroom.
- Work with a diverse student population including English Language Learners, students with both physical and emotional needs, as well as students with IEPs.
- Ran professional development classes for the district on various educational platforms such as EdPuzzle and Schoology.

STEM Counselor Harrisburg Jewish Community Center Summer Camp June 2018-

Present

- Worked with elementary school aged children on various STEM related activities including robotics and coding, as well as engineering and team building challenges over an eight-week summer camp program.

- Planed and directed Camp Invention in 2019 in which my staff and I lead 40 middle school aged students through a week long day camp with various STEM and problem solving activities.

Carlisle Area School District Middle School Girls Basketball Coach October 2017-February 2020

- Coached the 7th and 8th grade girls basketball teams for the past three seasons.
- Planned daily practice schedules for the teams.
- Organized bus transportation for all away games.
- Communicated with parents and players throughout the season and during the offseason as well.

Caitlyn Bomalaski

117 S Penn Street Pottstown, PA 19464

cbomalaski@gmail.com ; 484-744-6998

OVERVIEW : Social Worker and Assistant Behavior Analyst with experience in a clinical and school environment with children, adolescents, adults and families in individual and group settings.

LICENSING:

- Licensed PA Social Worker # SW130031
- Board Certified Assistant Behavior Analyst (BCaBA) # 0-18-9432

EDUCATION:

- **BCaBA** – Florida Institute of Technology. Online. (2018)
- **Masters in Social Work** – Temple University. Philadelphia, PA. (2012)
- **Bachelor of Arts in Psychology, Minor in Biology** – Lycoming College. Williamsport, PA. (2010)

EXPERIENCE:**Clinical Supervisor – New Story Perkiomen.** Reading, PA - 3/17- present

- Assist in crisis situations and engage in de-escalation techniques
- Supervise and evaluate Crisis/Behavior Intervention Team, Lead Crisis, and School Counselors
- Responsible for interviewing and hiring new employees
- Reviews all referrals for new students
- Provide various ABA and Counseling trainings to staff
- Responsible for developing, revising, and implementing IEP goals individualized to each student
- Utilizes safety crisis management techniques (NPCI) as well as CPI techniques as a last resort
- Provide behavior consultation for up to 10 cases of students aged 5-21 diagnosed with Emotional Disturbance and behavioral challenges
- Develops and implements individualized behavior plans, Functional Behavior Assessments, and Positive Behavior Support Plans for students on caseload
- Assesses initial and ongoing behavioral strengths and needs of students
- Complete numerous tasks to help the school as a whole run smoothly day to day.
- Develops system of data collection for staff to support interventions and change
- Analyze and graph collected data

School Counselor – New Story Perkiomen (Kenhorst). Reading, PA – 1/13- 3/17

- Provide individual counseling and social skills groups for students aged 5-21 diagnosed with Emotional Disturbance and behavioral challenges
- Responsible for developing, revising, and implementing IEP goals individualized to each student
- Responsible for completing progress notes and attending IEP meetings for students
- Utilizes safety crisis management techniques (NPCI) as well as CPI techniques as a last resort
- Assesses initial and ongoing counseling strengths and needs of students
- Supervise counseling interns from local colleges and universities

Outpatient Child and Adolescent Therapist – Central Behavioral Health. Norristown, PA – 09/15-1/17

- Provided individual and family therapy for up to 8 cases of culturally diverse clients aged 5-18
- Responsible for completing treatment plans and progress notes

- Coordinate with psychiatrists, other community resources, schools and services for clients

Support Staff and Intake Coordinator– Central Behavioral Health. Norristown, PA - 05/08 -12/12

- Responsible for operating multi-line phones as from desk receptionist and intake coordinator
- Provide clients with intake appointments and psychiatrist appointments
- Responsible for general office work such as filing charts, issuing releases, client billing
- Responsible for record requests and discharging clients

Social Worker – The Horsham Clinic (Child and Adolescent Partial). Ambler, PA 05/12- 12/12

- Provide individual and family therapy for children aged 5-18
- Responsible for completing treatment plans, psychosocial assessments and progress notes
- Coordinate aftercare community resources and discharge planning with parents/guardians
- Provide case management for caseload with schools and community resources
- Responsible for counseling and running groups for up to 15 children throughout the day

CERTIFICATES

- **Certified Trainer through the Crisis Prevention Institute (2017-2019)**
- **Certified Sex Offender Treatment Professional (2017-present)**

Lindsey M. Davis

132 Claremont Drive

Lansdale, PA 19446

(267) 328-8966

E-mail greatlakesgirl78@gmail.com

Education

Bachelor of Science in English Education

Department of English, College of Humanities and Social Sciences, Indiana University of Pennsylvania, Indiana, Pennsylvania, 15705.

Graduated with honors, December 2009.

Employment History

English Teacher

Lifeworks School

Doylestown, PA

November 2017 - Present

I serve as the Upper School English teacher for grades 10-12. I teach four levels of English, Creative Writing, Academic Writing, and Sociology. Our students all have IEPs for various reasons, primarily emotional disturbance and Autism. I am well versed in creating entertaining, differentiated lessons to cater to the many levels of my students.

Instructional Assistant, Substitute Teacher, Autism Support Staff, and Attendance Coordinator

Lifeworks School

Doylestown, PA

January 2017 - Present.

I served as an Instructional Aide for students in grades 6-12. I worked with students with emotional disturbances and significant trauma. I also worked with students on the Autism spectrum. I often substituted in teachers' absences and was also the attendance coordinator for Lifeworks School.

Center Director and English Teacher

Ombudsman Educational Services

Quakertown, PA 18959

April 2012 - 2016

I served as principal of a private Alternative Education for Disruptive Youth (AEDY) school which serves three major area districts by providing individualized education to 66 of their students. I acted as liaison to districts, parents, students, and probation. I led a small staff of three teachers and one social worker.

At the same time, I also served as the center's English teacher for 66 7th-12th grade students. The curriculum and program were computer-based with a daily class component. I taught four different courses of English.

Achievements and Recognition

- Pennsylvania State Education Association
- Member of National Council of Teachers of English
- Dean's List 2009, 2008, 2007, 2006, 2005, 2001, 2000.
- Resident Assistant of the Month, September 2000, 1999, 1998.
- Excellence in Customer Service Award from Knowledge Learning Corporation, January 2009.

References

Brittany Ockershausen
Quakertown, PA 18951
215-206-3707

Sam Bardissi
304 Erie Drive
Lansdale, PA 19446
[215-353-7303](tel:215-353-7303)

Ashley Bencsics
Bethlehem, PA
[610-730-5662](tel:610-730-5662)

NICOLE FRITZ

CONTACT

fritz.nicolea@gmail.com
717-203-1739

EDUCATION

Elementary and Special Education

Elizabethtown College
August 2006 - May 2010

Continuing Education Credits

Penn State World Campus
August 2016 - December 2017

WORK HISTORY

INSTRUCTIONAL AIDE

Swank Early Skills Development / 9/8/2020-Present

- In home Instructional Support for students virtual learning.

ONLINE ESL INSTRUCTOR

VIPKid / August 2020-Present

- one-to-one online English immersion teacher for Chinese students aged 4-12.

MEMBERSHIP VP

MOMS Club of Vicenza / November 2018-July 2020

- Managed updated membership roles
- Created and distributed publicity materials, increasing membership numbers.

SPECIAL EDUCATION DEPT. CHAIR

Washington-Lee High School / August 2016-June 2017

- Facilitated meetings and professional development
- Mediated conflict resolution between staff, parents, and students
- Educated professionals, parents, and students on the Individualized Education Plan and best practices
- Administered standardized tests for students with disabilities

SPECIAL EDUCATION TEACHER

Washington-Lee High School / August 2013-August 2016

- Increased participation in AP classes for students with disabilities
- Developed and implemented Individualized Education Plans
- Taught study skills to grades 9-12
- Co-taught in Social Studies and Algebra classes
- Created modified materials for students
- Developed goals, tracked progress, and analyzed data

SUBSTITUTE TEACHER

Substitute Teacher Service / January 2011-June 2013

- Engaged students in lesson plans for the day
- Planned detailed lesson plans for long term assignments
- Wrote reports to teachers on the days accomplishments

LONG TERM SUBSTITUTE

Central York School District / Aug 2010-Dec 2010

- Long term Substitute for grades 4-6 learning support

CHILD CARE ASSISTANT

Elizabethtown Child Care Center / May 2007-August 2010

- Rotating Child Care Assistant for children ages 6 weeks - 5th grade

Address

Carolyn A. Huttel
385 Thoroughbred Drive
York Haven, PA 17370

Contact Information

(814) 244-9270
carlyp1808@gmail.com

EXPERIENCE

Registered Nurse (Certified School Nurse), *Central Dauphin School District*, Harrisburg, PA
September 2019- Present

- Grades K-12

Registered Nurse (1.0 FTE), *Penn State Health Milton S. Hershey Medical Center*, Hershey, PA
December 2017 to September 2019

- Pediatric Hematology/ Oncology Clinical Case Manager
 - Perform duties of care coordinator/ clinical case manager
 - Daily tasks include: phone triage, insurance prior authorizations, providing ongoing education to patients and families, preparing and organizing clinic on a week by week basis, setting up homecare, assisting with letters of necessity for patients, collaboration with all members of medical team to provide patient care

Registered Nurse (0.9 FTE), *Penn State Health Milton S. Hershey Medical Center*, Hershey, PA
July 2014 to December 2017

- Pediatric Hematology/ Oncology
 - Provide bedside and family centered nursing care
 - Administer chemotherapy/biotherapy medications
 - Core Charge Nurse, unit validator, preceptor for students, and secondary preceptor for graduate nurses

Registered Nurse (0.9 FTE), *Pinnacle Health*, Harrisburg, PA
August 2013 to July 2014

- Orthopedics/Neurosurgery/Medical-Surgical Unit

Research Assistant (Part Time), *The Pennsylvania State University*, University Park, PA
September 2011 to April 2012

- Helped conduct a study done in nursing homes throughout Centre Country dealing with mouth care and patients with dementia.

EDUCATION

The Pennsylvania State University

World Campus (MSN)

Graduate: Master of Science in Nursing Administration, May 2019

Graduate Practicum Mentor: Joanna Myers RN, BSN, MHA- Senior Practice Site Manager of Penn State Health Pediatric Specialties Clinic

The Pennsylvania State University/ Penn State College of Medicine

University Park, PA/ Hershey, PA (BSN)

Undergraduate: Bachelor of Science in Nursing, May 2013

CERTIFICATIONS

- CPR/BLS/PALS certified
- Certified Pediatric Nurse (CPN)
- Student Assistance Program team member (SAP Team)
- RN Pennsylvania license number: RN649129
- Certified School Nurse

CASSANDRA JACKSON

230 Richmond Road
Wrightsville PA 17368

(717)880-4640
cassjackson107@gmail.com

EDUCATION

Millersville University, Millersville, PA

Master's Degree in Social Work

GPA: 4.0, Member of Phi Alpha National Honor Society for Social Work

Bachelor of Arts in Social Work

Major GPA: 3.67, Overall GPA: 3.19

Licensure: LSW License number SW134363

Other certifications: Safe Crisis Management, CPI, Youth Mental Health First Aid

SOCIAL WORK EXPERIENCE

Recruitment and Family Development Specialist

May 2018-current

Diakon Adoption and Foster Care

- Recruit new resource families and manage the approval process
- Facilitate resource family pre-approval training
- Complete home study assessments and monitor resource family files
- Create resource family approval document in accordance with the Statewide Adoption and Permanency Network guidelines
- Facilitate monthly orientation sessions
- Coordinate services for foster youth transitioning to new placements
- Serve as President of York Area Adoption Coalition
- Created and continue to facilitate support group for LGBTQ issues

Behavioral Specialist Consultant/ Mobile Therapist

July 2017-April 2018

TW Ponessa

- Write and monitor treatment plans for children with behavioral concerns
- Create behavioral interventions and instruct parents, teachers, and TSSs on implementation of interventions
- Collaborate with treatment team members
- Coordinate services with other local agencies

Youth Counselor

June 2013- June 2017

Children's Home of York: Independent Living Program at George Street

- Facilitated Independent Living Skills groups
- Coordinated therapeutic activities
- Dispensed medications
- Spoke with clients therapeutically about day to day issues

- Completed paperwork such as incident reports and case notes
- Carried out Independent Service Plans for assigned residents
- Prepared client monthly reviews
- Attended Staff Solutions agency committee as an advocate for the IL program

Social Work Intern

Aug 2016-May 2017

South Eastern School District

- Conducted home visits
- Facilitated and therapeutic groups in Alternative Education classroom and Emotional Support classrooms
- Attended team meetings to advocate for students
- Conducted individual sessions with at-risk students
- Took part in the organization of the York County Youth Mental Health Alliance
- Coordinated with agencies in the community
- Provided case management with parents as needed

Youth Facilitator

Aug 2015- April 2016

Children's Home of York: Strengthening Families Program

- Taught communication skills to youth and their families
- Facilitated groups with youth

Social Work Intern

Jan-May 2013

Northeast School District

- Coordinated and planned therapeutic recreational outing for Emotional Support students
- Organized a clothing drive and Easter basket program for families
- Attended school team meetings and IEP meetings to advocate for students
- Organized and entered data
- Case management with students and families

OTHER WORK EXPERIENCE

Customer Service Specialist, Dick's Sporting Goods, York, PA 2012- 2013 Shift Manager,

Big Apple Bagels, York, PA 2006-2012

Rebecca Lynn Kelley

Permanent Address:

135 Convair Drive
Moon Township, PA 15108
Beckykelley910@yahoo.com

Contact Information:

(412) 496- 1693

Seeking a teaching position in Elementary and/or Early Childhood Education.

Education:

Bachelors of Science- Elementary and Early Childhood Education, May 2012
Slippery Rock University of Pennsylvania, Slippery Rock, PA
Elementary Education QPA: 3.6/4.0 Early Childhood Education QPA: 3.8/4.0
Overall QPA: 3.7/4.0

Work Experiences:

Allegheny Intermediate Unit 3- Pre-K Counts Lead Teacher

Sto-Rox Foster ELC

August 2016-Present

- created and implemented developmentally appropriate lesson plans correlating with the “Creative Curriculum”
- observed and recorded anecdotal notes using “GOLD: Teaching Strategies
- incorporated Tier 1 positive behavior support daily in the classroom
- participated in Teacher Induction Program based off PAECY requirements
- designed classroom to follow ECERS and CLASS
- certified mandated reporter
- interacted with parents via home visits, center visits, newsletters, and daily during drop off/dismissal

St. Edmund’s Academy- Director of Summer Camp

March 2016-August 2016

- plan, prepare, and implement activities in accordance with weekly themes
- create flyers, registration forms, and parents letters to inform families
- plan weekly field trips in accordance with weekly themes
- staff and manage camp employees
- interact with parents on a daily basis in person or via phone/email

St. Edmund’s Academy- Preschool Assistant Teacher

August 2015-August 2016

- assist lead teacher is daily classroom duties
- teach developmentally appropriate small group activities with 4-5 students
- enhance social emotional development through interactive activities to prepare children for school

- develop reading, writing, math, and art activities that correlate with St. Edmund's Academy's "core virtues"

Allegheny Intermediate Unit 3- Head Start Lead Teacher

Sto-Rox Foster ELC

August 2013-August 2015

- created and implemented developmentally appropriate lesson plans correlating with the "Creative Curriculum"
- observed and recorded anecdotal notes using "GOLD: Teaching Strategies"
- incorporated Tier 1 positive behavior support daily in the classroom
- participated in Science and Math training through PBSkids.org
- designed classroom to follow ECERS and CLASS
- certified mandated reporter
- interacted with parents via home visits, center visits, newsletters, and daily during drop off/dismissal

Student Teaching:

Emily Brittain Elementary School, Butler, PA

Elementary Education--- Grade: 1

January- May 2012

- Prepared and instructed daily lessons in all academic subjects in a regular education classroom.
- Led daily morning meeting
- Wrote and implemented a unit plan on the World of Work
- Implemented Dolch Word Practice into daily instruction of Tier II reading
- Involved the students in numerous concrete and authentic learning experiences
- Designed original activities for math fact Friday
- Participated in parent-teacher conferences
- Attended Autism Awareness presentation and school in service days
- Implemented classroom management strategies such as the "10 second rule" and "Stellar Student Carpet"
- Implemented effective reading strategies for beginning readers using Dolch Words

Professional Memberships, Awards, and Activities:

-
- Religious Education Volunteer
 - Graduate with Honors: Magna Cum Laude
 - Certified in First Aid and Safety (2019)
 - Dean's List- January 2009- May 2012
 - Certificate of Co teaching Meeting

Patricia Klinger

Business Teacher/Business Department Head - West Shore School District

Trout Run, PA 17771

trishklinger@aol.com

717-805-5431

Authorized to work in the US for any employer

Work Experience

Instructional Designer

TUSCARORA INTERMEDIATE UNIT - McVeytown, PA

October 2018 to Present

Part-time, remote Instructional Designer for Adult Basic courses. Create content in Articulate Storyline, update course materials in Docebo, create Powerpoint presentations and other instructional design duties.

Business Education Teacher

Harrisburg Area Community College - Harrisburg, PA

September 2007 to Present

taught evening classes in Microsoft Office 2010.

Teaching Technology

LMS Systems - Brightspace by D2L, Schoology, Moodle, Blackboard

Applications - Google apps, Zoom, Voice Thread, Skype, Twitter, Socrative, Diigo, ClassDojo, Evernote.

Business Teacher/Department Chair

West Shore School District - Lewisberry, PA

August 2008 to August 2020

Business Teacher/Business Department Head – teach daily lessons in Accounting, College Computer Applications (HACC course CIS105), Personal Finance, Business Law, Introduction to Business, Computer Applications. Responsible for budget and coordination of Business department activities 2013 to present.

Instructional Integration Advisor – responsible for collaborating with classroom teachers in order to facilitate integrating technology into the regular classroom. Duties include: Coaching, Research of best practices and emerging technologies, staff training and development, coordination within teaching teams, collaboration with other schools within the district as well as other duties as assigned.

Business Teacher/Department Chair

Steelton-Highspire School District - Steelton, PA

August 2003 to June 2008

Business Education Teacher – taught daily lessons in Accounting I and II, Technical Writing, Business Law, Business English, Introduction to Computers, Advanced Computing, Entrepreneurship, Business Math, and Keyboarding I and II. Business Department Chair 2004-2007.

Education

Master's in Instructional Technology

Bloomsburg University - Bloomsburg, PA

August 2011 to August 2018

Master of Educational Science in Educational Leadership in Educational Science

Shippensburg University

January 2005 to July 2007

Bachelor's in Business Education - Accounting and Computer Science

Shippensburg University of Pennsylvania - Shippensburg, PA

August 1985 to May 1987

Skills

- Articulate
- HTML
- Instructional Design
- Storyline
- Elearning
- Addie
- Adult Education
- Training & Development
- Curriculum Development
- Teaching
- Adobe Creative Suite (2 years)
- Google Suite (10+ years)
- Organization Design (4 years)
- Organizational Leadership (10+ years)

Certifications and Licenses

Teaching Certificate

Present

Bus-Computer-Info Tech PK-12

Accounting 7-12

Data Processing 7-12

Office Technologies 7-12

Family Consumer Science PK-12

Mid-Level (6-9) Citizenship

Mid-Level (6-9) English

Mid-Level (6-9) Science

Mid-Level (6-9) Mathematics
Principal Pk-12

Luke J Koch

Address: 223 Mulberry St. Newport, Pennsylvania 17074

Contact: (256)323-9040 lukejameskoch@yahoo.com

PPID: 5120728 Certification: Secondary Mathematics

Job Objective

To become a math teacher and be able to use my education, teaching philosophy, perseverance and dedication to not only teach but to mentor students as they prepare for their lives after school.

Career Summary

The past two years I have been a Special Education Math Instructor at Newport High School. Before Newport I taught at CLMA where I had the chance to teach Pre-Algebra and Algebra I my first year and then during my second year I had the opportunity to teach Physics and a new class they started that year called Physics First. Before CLMA I taught in my Internships at Monrovia Middle School and James Clemens High School. I taught Sixth Grade Math at the former and Geometry at the latter.

Educational Background

University of the Columbians, Completed December 2019

- GPA of 4.0
- Master's in Education, Teacher Leader with Mathematics Focus

University of Alabama in Huntsville, completed May 2016

- GPA of 3.4
- Bachelors in Mathematical Sciences
- Bachelors in Secondary Education with a Math Concentration

Teaching Experience

2018-2020 Newport High School

High School Special Education Math Teacher

- Co-Taught with other Math and Science Teachers
- Wrote IEP's and held meetings with Parents to discuss them.

2016-2018 Carson Long Military Academy

High School and Middle School Math/Science Teacher

- Taught Pre-Algebra, Algebra I, Physics First and Physics
- Worked with many students suffering from behavioral and emotional disorders. (Worked closely with students with Asperger's and ADHD)
- Led our schools weightlifting program and coached many students.

2016 Monrovia Middle School

Middle School Math Teacher, Internship

- Taught Sixth Grade Math, advanced and regular.
- Utilized various technologies to present lessons including PowerPoint, Document Camera, Mobi, and visual art.

2016 James Clemens High School

High School Math Teacher, Internship

- Helped prepare students for the ACT's.
- Taught Geometry to 9th and 10th grade students.
- Attended professional development meetings to learn about ARI, dyslexia and unpacking the standards.

References

3221

- Denise Buffington – Special Education English Teacher at NHS
Contact: DBuffington@newportsd.org (717) 567-3806 Ext.
- Mark Morgan – President of CLMA
Contact: Mark.Morgan@carsonlong.org (717) 440-2685
- Dr. Sarah Roller – Professor at UAH
Contact: Sarah.Roller@uah.edu (256) 824-6180
- David Comolli – Teacher at CLMA
Contact: David.Comolli@carsonlong.org (717) 385-0484

Other Work Experience

**2012-2014 LARA Public Pool, Liverpool, Pennsylvania
Lifeguard/Manager**

**2014-2018 Pennswood Apartments LP, Harrisburg, Pennsylvania
Lifeguard**

- Supervised the pool area during operation hours
- Handled the cash for the pool.
- Taught swimming lessons to children ages 6-13.
- Tested the water and treated when necessary.




Other Certifications

- Deepwater Lifeguarding – 5/14/2019
- CPR/AED – 5/14/2019
- First Aid – 5/14/2019

Meghan Mace

Pennsylvania certified educator with experience teaching middle and high school students. Organized, creative and dependable individual with passion for coaching students to achieve academic and personal goals.

CONTACT

-  724.557.4996
-  meghmace@yahoo.com
-  364 Messmore Road
McClellandtown, PA 15458

EXPERIENCE

CONTROL TECH

Administrator (Gas and Oil)

Fairmont, WV
Feb 2019-Present

- Utilize Excel on a daily basis to track project budget, project progress, generate reports and read/interpret data
- Service Write for three US branches, provide margins to management, obtain approvals from customers and invoice
- Generate report for, schedule and conduct bi-weekly work in progress meeting for all US branches

ALBERT GALLATIN SCHOOL DISTRICT

*COLA Coordinator/Financial Literacy Substitute
Academic Excellence Lab Coordinator*

Uniontown, PA
Aug 2018-Feb 2019
Aug 2017-Aug 2018

- Scheduled and conducted orientation meetings for new students and parents
- Processed intake paperwork and enrolled students in courses ensuring all graduation requirements were being met
- Tracked student progress weekly to determine continuation in the program as well as provide grade coaching to students
- Provided one-on-one and small group tutoring to students including time management, study skills and stress management
- Work collaboratively with teachers and special education case workers to ensure students' needs were being met, discuss instructional strategies and report progress

CALIFORNIA UNIVERSITY OF PENNSYLVANIA

TRIO Upward Bound Summer Instructor

California, PA
June 2017-July 2017
June 2018-July 2018

- Created and delivered lessons to students with varying academic abilities in Algebra I, Algebra II and Advanced Algebra in a residential, federally funded grant program for low-income, first generation students
- Collaborated with administration regarding student success interventions

EDUCATION

MASTER OF BUSINESS
ADMINISTRATION
Western Governors University

B.S. EDUCATION
California University of PA
Grades 4-8 (Math Concentration)
Art Minor

SKILLS

- Extremely Organized
- Creative
- Detail Oriented
- Fast Learner
- Time Management
- Prioritizing
- Self-Starter
- Excellent Communication
- Dependable
- Teaching
- Technologically Advanced
- Ability to work with minimal supervision

DAPHNE A. MATLIN

727 W. Sample Street | Ebensburg, PA 15931 | 814.243.5189 | dmatlin727@comcast.com

Summary

Sixteen years of experience as a dedicated Special Education Teacher looking for an exciting career change where I can continue to use my excellent communication, organizational, and data collection skills to guide and teach our youth.

Strengths

- Creating Individual Education Plans
- Developing differentiated lesson plans to meet individual student needs
- Parent Communication
- Student Engagement
- Data collection, organization of data, progress monitoring

Teaching Certifications

Elementary Education K-6, Special Education K-12

Education

Master of Education, M.Ed: Saint Francis University (Summer, 2019), QPA 4.0

Dual Teaching Certification Program: Saint Francis University (2004), QPA 3.98

Bachelor of Science (Human Resources Management): Indiana University of PA (1995), QPA 3.32

Teaching Experiences

Middle School Learning Support (Grades 7th-8th)

2011-Current

- Plan developmentally appropriate and differentiated lessons and units individually and with cooperating teachers for English/Language Arts and Mathematics instruction
- Create small group and individual classroom activities with students based on differentiated learning needs to enable all students access to their full learning potential
- Communicate with parents and regular education teachers concerning students' strengths, needs, progress, and assignments
- Create and implement Individual Education Plans in compliance with federal and state regulations (Skyward and IEP Writer)
- Implement positive behavior management strategies and team building activities
- Incorporate technology (Zoom, Google Meets/Google Suite) into our daily classroom instruction
- Provide professional development training to faculty and staff members on Special Education requirements, classroom strategies, and Individual Education Plans
- Evaluate and review standardized test scores to guide future instruction
- Participate in after-school activities for students and school improvement committees

Elementary Special Education (Grades K-12)

2004-2011

- Planned developmentally appropriate lessons, units, and learning centers
- Designed and initiated classroom management strategies
- Developed reading lessons using a Balanced Literacy program
- Communicated with parents through daily planners and weekly newsletters

Administrative Assistant

1995-2004

- Accounts Payable

Alison Medura
Elementary Permanent Substitute Position (90)

7511 Columbine Road
Macungie, PA 18062
ahami218@gmail.com
(732) 319-0727

PERSONAL INFORMATION

General Information

How did you learn about this position? **Employee Referral**

Contact Information

First Name **Alison** Middle Name
Last Name **Medura** Other Name
Email **ahami218@gmail.com** Have you worked here before? **No**
Primary Phone **7323190727** Mobile Phone

Address

Street **7511 Columbine Road** City **Macungie**
State **Pennsylvania** Zip Code/Postal Code **18062**

Work Authorization

Are you legally able to work in the U.S.? **Yes**

BACKGROUND INFORMATION

Background

Conviction of a crime is not an automatic bar to employment. The district will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which you are applying.

Have you ever been convicted of a violation of law other than a minor traffic violation? **No**

If yes, please explain

Have you ever had a professional certificate revoked or suspended? **No**

If yes, please explain

Have you been convicted of any offense for physical or sexual abuse of a child? **No**

If yes, please explain

Have you ever had a charge of child abuse against you substantiated? **No**

If yes, please explain

Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the employment of another school district?

No

If yes, please give the name of the district, the date and the reason for the resignation or termination

EDUCATION

Undergraduate Institution #1

Type of School	College/University	Name of School	KUTZTOWN UNIVERSITY
City	Kutztown	State	Pennsylvania
Degree	Bachelor of Science	GPA	3.94

Graduate Institution #1

Name of School	Other: Wilkes University	City/State	Wilkes Barre, PA
GPA	4.0	Semester Hours Credit	30
Degree	Master of Science		

Major/Course of Study

Undergraduate	Elementary and Early Childhood Education	Master's	Educational Development and Strategies
Specialist's Publications		Doctorate Activities/Honors	

JOB SKILLS

Activities

List activities you are willing to sponsor

If appointed to the staff, are you willing to accept assignments where your services are needed? **Yes**

Certification Information/Professional Certificate #1

Certification Area	Elementary Education K-6	Certification Area Type	Licensed
Grade Level	K-6	Expiration Date	07/01/2096

Certification Information/Professional Certificate #2

Certification Area	Early Childhood Education N-3	Certification Area Type	Licensed
Grade Level	N-3	Expiration Date	07/01/2096

Certification Information/Professional Certificate #3

Certification Area		Certification Area Type	
Grade Level		Expiration Date	

REFERENCES

Please provide at least 3 professional references. Note references will not be contacted until after an interview. Please notify the hiring manager if we need to delay contacting references for any reason.

Jacqueline Fehnel

Title	Assistant Teacher	Relationship	Colleague
Address	1378 Deer Path Drive	City	Walnutport
State	Pennsylvania	Zip	18088
Country	United States		
Email	Jaf1263@gmail.com	Phone	610-417-0377
From	02/2015	To	present
Reference Letter	<u>2019 A Medura Recommendation Jackie.pdf</u>		

David Snyder

Title	Supervisor	Relationship	Supervisor
Address	797 Parkway Road	City	Allentown
State	Pennsylvania	Zip	18104
Country	United States		
Email	dsnyder553@aol.com	Phone	610-395-0892
From	08/2014	To	present
Reference Letter	<u>2019 A Medura Recommendation Snyder.pdf</u>		

Mary Anne Stella

Title	Kindergarten Teacher	Relationship	Colleague
Address	11 Linden Drive	City	Hamburg
State	Pennsylvania	Zip	19526
Country	United States		
Email	mstella@eastpennsd.org	Phone	484-332-1392
From	08/2016	To	present
Reference Letter	<u>2019 A Medura Recommendation Stella.pdf</u>		

EMPLOYMENT HISTORY

Please complete this section with your employment history or you may upload your resume in the next section.

Present Position

If you are currently unemployed, please type "NA" in all required fields.

Present Title	Lead Teacher	Salary	
Name of Employer	Community Services for Children	Employer's Address	1520 Hanover Ave.
Employer's City	Allentown	Employer's State	Pennsylvania
Employer's Zip Code/Postal Code	18109	Start Date	08/01/2011
Supervisor Name	Felicia Strong	Supervisor Phone Number	6104376000

Supervisor Email

Duties and Responsibilities

I plan and implement a curriculum for preschool age students. My classroom is generally made up of 40-50% students with IEPs and behavioral health needs. I work with the families, IU, and various mental/behavioral health organizations to plan and implement strategies to help all students be successful. During the pandemic, I have been teaching in the hybrid and remote models. I have been recording and posting lessons, teaching through zoom, and using various family communication tools to work with the students and parents while they are at home.

Reasons for Leaving

I am looking for a position working with elementary children. I would prefer to teach online.

May we Contact this Employer **No**

Work Experience #1

Employer **East Penn School District** Employed from (mm/yyyy) **03/2011**
Employed to (mm/yyyy) **05/2011** Title **Substitute Teacher**
Reason For Leaving **Received a full time teaching position**
Address **500 Macungie Ave.
Emmaus, PA 18049**
Supervisor Name **Unknown** Phone Number **(610) 966-8300**
May we Contact this Employer **Yes**

Work Experience #2

Employer **Upper Perkiomen School District** Employed from (mm/yyyy) **03/2011**
Employed to (mm/yyyy) **05/2011** Title **Substitute Teacher**
Reason For Leaving
Address **2229 East Buck Rd Suite 1
Pennsburg, PA 18073**
Supervisor Name **Unknown** Phone Number **215-679-7961**
May we Contact this Employer **Yes**

Work Experience #3

Employer Employed from (mm/yyyy)
Employed to (mm/yyyy) Title
Reason For Leaving
Address
Supervisor Name Phone Number
May we Contact this Employer

ATTACHMENTS

Attachments

Resume [A Medura resume 2020.pdf](#)
Cover Letter [Cover Letter- Reach 2020.docx](#)

DISCLAIMERS AND AFFIRMATION

District Policy

Reach Cyber Charter School does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the School's compliance with the regulations implementing Title VII of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact Human Resources or the CEO.

Reach Cyber Charter School participates in the E-Verify program.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Reach Cyber Charter School, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services; also a credit history check may be made. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference. I understand that I will be required to take a drug test and physical exam prior to assuming any position for which I may be employed. In the event that I am employed by Reach Cyber Charter School and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information. I understand that this application will be considered active for one year from date of submission.

I agree to the terms **Affirm**
above

Initials **AM**

Affirmation Date **12/06/2020**



STEFANIE SANDERS

Educator for Grades PreK - 6

PROFILE

I have been an office manager, a cosmetologist, and a residential cleaning service owner/operator. In addition, I have been teaching young students in one form or another since 2009. I have taught ESL online, and as a Guest Teacher in local public schools. I am a home educator, have been a Children's Ministry teacher, I taught for Joy El's Bible Release Time, and I was a youth soccer coach. I have had the privilege of creating curriculum, as well as following prepared curricula. I have enjoyed each kind of experience and I believe there are benefits to each educational setting. I have learned so much since beginning this journey and I love it now more than ever.

I am a teacher for life, no matter what platform I'm using!

CONTACT

PHONE:
717-552-0659

EMAIL:
stefaniejjb@rocketmail.com

MEMBER OF KAPPA DELTA PI

EDUCATION

Master of Arts in Teaching – Elementary Education
2016 – 2019 GPA 3.55
Liberty University

Bachelor of Science – Elementary Education
2012 – 2016 GPA 3.12
Liberty University

PROFESSIONAL EXPERIENCE

VIPKID ♦ ESL Teacher

January 2017 – Current

1-to-1 online ESL teaching experience with children ages 5 – 14. Subjects include History, Math, and Science as well. Over 7,500 classes taught.

1-to-Many online ESL teaching experience through VIPKID with the Jack Ma Foundation Project included teaching a class of approximately 28 students online.

Cumberland Valley Christian School

January 2019 – May 2019

Student Teaching – Grade 4

Math, Language Arts, Science, History, Bible

Source4Teachers ♦ Guest Teacher

2016/2017 School Year (Registered for 2019/2020)

Teaching grades K – 6 as needed.

Unpaid experience includes:

Home education: 2009 - Current

Children's Minister: 2009 - 2011 and 2012 - 2014

Bible Release Teacher: 2011 - 2012

Youth Soccer Coach: 2012

Continued...

PROFESSIONAL CERTIFICATES & LICENSES

PA Instructional I Certificate Grades PreK-4
Effective 08/01/2020 to 6 years of service

PA Instructional I Certificate Grades 5-6
Effective 08/01/2020 to 6 years of service

VA Postgraduate Professional License Grades PreK-6
Effective 07/01/2019 to 06/30/2029

TESOL through VIPKID: Foundational & Advanced
Effective 2018

SKILLS & STRENGTHS

I'm an enthusiastic and kind teacher with a knack for making learning exciting and enjoyable. I am motivated by the belief that all children can be successful, thriving learners. I am committed to improving confidence in all students and focused on building positive relationships to increase student engagement and success. I enjoy teaching children and having fun with them in the process.

Traits I believe in:

Strong Communication
Creative Extension
Gentle Correction
Kindness & Empathy
Positive Encouragement
Building Confidence

Bryshon Sweeney

Youth Care Worker

802 Pennsylvania Ave
York, PA 17404
(717) 855-5450
bsweeney333@gmail.com

SKILLS

- Excellent communication skills
- Ability to multitask
- Strong Interpersonal skills
- Excellent conflict resolution
- Ability to build trusting and cordial relationships

EXPERIENCE

Hopes Haven, York - Youth Care Worker

December 2018 - PRESENT

- Prepared complete and accurate daily records and report
- Maintain client progress notes and assist in developing goal-oriented service plans
- Supervised and positively interacted with children
- Implemented behavior modification techniques as instructed
- Attended staff meetings and training as required

EDUCATION

Pennsylvania State University, York - BA Psychology

August 2015 - December 2019

Topics of Study

- Social Psychology
- Cognitive Psychology
- Abnormal Psychology
- Adult and Child development
- Family development and relationships

Vincent Thoder School Psychologist (65)

3 Mill Road
Elkins Park, PA 19027
vthoderncsp@gmail.com
(267) 334-8865

PERSONAL INFORMATION

General Information

How did you learn about this position? **PAREAP**

Contact Information

<i>First Name</i>	Vincent	<i>Middle Name</i>	
<i>Last Name</i>	Thoder	<i>Other Name</i>	
<i>Email</i>	vthoderncsp@gmail.com	<i>Have you worked here before?</i>	No
<i>Primary Phone</i>	267-334-8865	<i>Mobile Phone</i>	267-334-8865

Address

<i>Street</i>	3 Mill Road	<i>City</i>	Elkins Park
<i>State</i>	Pennsylvania	<i>Zip Code/Postal Code</i>	19027

Work Authorization

Are you legally able to work in the U.S.? **Yes**

Equal Opportunity Information

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information.

Instructions: If you choose to provide this information select the corresponding ethnic group with which you identify.

If you choose not to provide this information, please select 'Decline to Identify' and move to the next step in the application.

<i>Gender</i>	Male	<i>Ethnicity</i>	Not Hispanic/Latino
<i>Ethnicity</i>	White		

BACKGROUND INFORMATION

Background

Conviction of a crime is not an automatic bar to employment. The district will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which you are applying.

Have you ever been convicted of a violation of law other than a minor traffic violation? **No**

If yes, please explain

Have you ever had a professional certificate revoked or suspended? **No**

If yes, please explain

Have you been **No**

convicted of any offense for physical or sexual abuse of a child?

If yes, please explain

Have you ever had a charge of child abuse against you substantiated? **No**

If yes, please explain

Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the employment of another school district?

No

If yes, please give the name of the district, the date and the reason for the resignation or termination

EDUCATION

Undergraduate Institution #1

Type of School	College/University	Name of School	Other: Temple University
City	Philadelphia	State	Pennsylvania
Degree	Bachelor of Arts	GPA	2.8

Graduate Institution #1

Name of School	Other: Temple University	City/State	Philadelphia
GPA	3.9	Semester Hours Credit	
Degree	Doctorate - PhD		

Major/Course of Study

Undergraduate	Psychology, Criminal Justice	Master's	Applied Behavior Analysis
Specialist's	School Psychology	Doctorate	School Psychology
Publications		Activities/Honors	

JOB SKILLS

Activities

List activities you are willing to sponsor

If appointed to the staff, are you willing to accept assignments where your services are needed? **Yes**

Certification Information/Professional Certificate #1

Certification Area	Specialist - School Psychologist PK-12	Certification Area Type	No License
Grade Level		Expiration Date	0

Certification Information/Professional Certificate #2

Certification Area	Certification Area Type
Grade Level	Expiration Date

Certification Information/Professional Certificate #3

<i>Certification Area</i>	<i>Certification Area</i>
<i>Grade Level</i>	<i>Type</i>
	<i>Expiration Date</i>

REFERENCES

Please provide at least 3 professional references. Note references will not be contacted until after an interview. Please notify the hiring manager if we need to delay contacting references for any reason.

Catherine Fiorello

<i>Title</i>	Dr.	<i>Relationship</i>	Professor/Teacher
<i>Address</i>	1301 Cecil B. Moore Ave.	<i>City</i>	Philadelphia
<i>State</i>	Pennsylvania	<i>Zip</i>	19122
<i>Email</i>	cfiore02@temple.edu	<i>Phone</i>	2152042573
<i>From</i>	08/2010	<i>To</i>	Present

Katie McCoy

<i>Title</i>	Mrs.	<i>Relationship</i>	Other - Building Principal
<i>Address</i>	139 Harleysville Pike	<i>City</i>	Souderton
<i>State</i>	Pennsylvania	<i>Zip</i>	18954
<i>Country</i>	United States		
<i>Email</i>	kmccoy@soudertonsd.org	<i>Phone</i>	2157239193
<i>From</i>	08/2014	<i>To</i>	Present

Jeremy Miller

<i>Title</i>	Mr.	<i>Relationship</i>	Other - Assistant Principal
<i>Address</i>	139 Harleysville Pike	<i>City</i>	Souderton
<i>State</i>	Pennsylvania	<i>Zip</i>	18954
<i>Country</i>	United States		
<i>Email</i>	jmiller@soudertonsd.org	<i>Phone</i>	2157239193
<i>From</i>	08/2014	<i>To</i>	Present

EMPLOYMENT HISTORY

Please complete this section with your employment history or you may upload your resume in the next section.

Present Position

If you are currently unemployed, please type "NA" in all required fields.

<i>Present Title</i>	School Psychologist	<i>Salary</i>	
<i>Name of Employer</i>	Souderton Area School District	<i>Employer's Address</i>	760 Lower Road
<i>Employer's City</i>	Souderton	<i>Employer's State</i>	Pennsylvania
<i>Employer's Zip Code/Postal Code</i>	18964	<i>Start Date</i>	08/01/2014
<i>Supervisor Name</i>	Katie McCoy	<i>Supervisor Phone Number</i>	2157239193
<i>Supervisor Email</i>	kmccoy@soudertonsd.org		
<i>Duties and Responsibilities</i>	School Psychologist		
<i>Reasons for Leaving</i>	Current Employer		
<i>May we Contact this Employer</i>	Yes		

Work Experience #1

<i>Employer</i>	Behavior Analysis & Therapy Partners	<i>Employed from (mm/yyyy)</i>	07/2008
<i>Employed to (mm/yyyy)</i>	08/2013	<i>Title</i>	Clinical Care Coordinator
<i>Reason For Leaving</i>	Left to complete internship in School Psychology		
<i>Address</i>			
<i>Supervisor Name</i>	Joe Cautilli	<i>Phone Number</i>	610-664-6200
<i>May we Contact this Employer</i>	Yes		

Work Experience #2

<i>Employer</i>	<i>Employed from (mm/yyyy)</i>
<i>Employed to (mm/yyyy)</i>	<i>Title</i>
<i>Reason For Leaving</i>	
<i>Address</i>	
<i>Supervisor Name</i>	<i>Phone Number</i>
<i>May we Contact this Employer</i>	

Work Experience #3

<i>Employer</i>	<i>Employed from (mm/yyyy)</i>
<i>Employed to (mm/yyyy)</i>	<i>Title</i>
<i>Reason For Leaving</i>	
<i>Address</i>	
<i>Supervisor Name</i>	<i>Phone Number</i>
<i>May we Contact this Employer</i>	

ATTACHMENTS

Attachments

<i>Resume</i>	<u>VThoder CV - Oct2020.pdf</u>
<i>Cover Letter</i>	<u>RCS CoverLetter - VThoder.docx</u>

DISCLAIMERS AND AFFIRMATION

District Policy

Reach Cyber Charter School does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the School's compliance with the regulations implementing Title VII of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact Human Resources or the CEO.

Reach Cyber Charter School participates in the E-Verify program.

Application Confirmation Statement

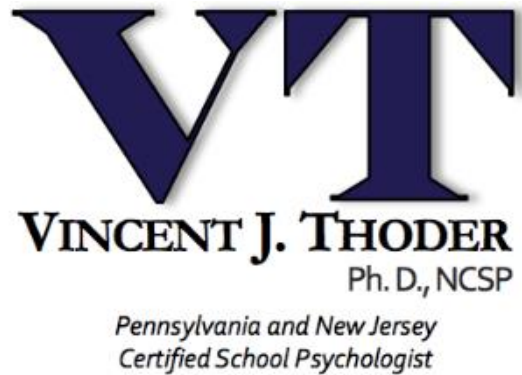
I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Reach Cyber Charter School, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and

personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services; also a credit history check may be made. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference. I understand that I will be required to take a drug test and physical exam prior to assuming any position for which I may be employed. In the event that I am employed by Reach Cyber Charter School and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information. I understand that this application will be considered active for one year from date of submission.

I agree to the terms above **Affirm**

Initials **VJT**

Affirmation Date **10/02/2020**



3 Mill Road
Elkins Park, Pennsylvania 19027
267-334-8865 <> vthoderncsp@gmail.com

EDUCATION

- 2010 – 2020 Ph.D., School Psychology
 Temple University, Philadelphia, PA
 APA-accredited program
 Preliminary Comprehensive Examination: *Passed with Distinction, May 2014*
 Doctoral Dissertation title: *Developing a screening tool to assess concussion in a preschool population: Phase I – Item Generation, July 2020*
 Advisor: Catherine Fiorello, Ph.D.
- 2010 – 2011 M.Ed., School Psychology
 Temple University
- 2007 – 2009 M.S., Sociology, Concentration in Applied Behavior Analysis
 Saint Joseph's University
- 2002 – 2007 B.A., Psychology, Criminal Justice
 Temple University

HONORS

- 2013 Kappa Delta Pi Honors Society
Alpha Alpha Nu Chapter
Temple University
- 2009 Alpha Epsilon Lambda National Honors Society
Omega Chapter
Saint Joseph's University

CERTIFICATIONS

- 2014 – Present Nationally Certified School Psychologist
- 2014 – Present Pennsylvania Certified School Psychologist
- 2014 – Present New Jersey Certified School Psychologist

CERTIFICATION ELIGIBILITY

Board Certified Behavior Analyst

**Meet the appropriate educational, experiential, training, and supervision requirements. Eligible to sit for the certification examination*

TEACHING EXPERIENCE

- Spring 2016 Adjunct Profession
Temple University
School Psychology 8621 – Academic Assessment and Intervention

PROFESSIONAL EXPERIENCE

Internship Experience

- 2013 – 2014 School Psychology Intern
CORA Services, Inc.
Paul Haughton, Psy.D., Internship Supervisor
Beth Erlich, M.Ed., Program Coordinator
Meredith Weber, Ph.D., University Supervisor

Practicum Experience

Spring 2015	Academic Assessment and Intervention, Peer Supervisor Temple University Jean A. Boyer, Ph.D., Faculty Supervisor
Spring 2013	School Consultation, Peer Supervisor Temple University Erin Rotheram-Fuller, Ph.D., Faculty Supervisor
Spring 2013	Academic Assessment and Intervention, Peer Supervisor Jean A. Boyer, Ph.D., Faculty Supervisor
Fall 2012 – Spring 2013	School Psychology Psychoeducational Clinic Temple University John Berna, Ph.D., Faculty Supervisor Naomi Lennox, Ph.D., Faculty Supervisor Katharine D'Amora, Ph.D., Faculty Supervisor Catherine A. Fiorello, Ph.D., Faculty Supervisor
Fall 2012	School Consultation Temple University Erin Rotheram-Fuller, Ph.D., Faculty Supervisor
Summer 2012	Low Incidence Disability Clinic Temple University Jean A. Boyer, Ph.D., Faculty Supervisor
Spring 2011	Academic Assessment and Remediation Temple University Jean A. Boyer, Ph.D., Faculty Supervisor

Clinical Experience

- 2009 – 2013 Outpatient Therapist
Behavior Analysis & Therapy Partners
Joseph D. Cautilli, Ph.D., BCBA, Clinical Supervisor
Gary Ames, M. A., Clinical Supervisor
- 2009 – 2013 Behavior Specialist Consultant
Behavior Analysis & Therapy Partners
Joseph D. Cautilli, Ph.D., BCBA, Clinical Supervisor
- 2009 – 2013 Mobile Therapist
Behavior Analysis & Therapy Partners
Joseph D. Cautilli, Ph.D., BCBA, Clinical Supervisor
- 2008 – 2009 Therapeutic Staff Support
Behavior Analysis & Therapy Partners
Halina Dziewolska, M.S.Ed., BCBA, Clinical Supervisor

Supervision Experience

- 2013 – 2019 Clinical Supervisor
Behavior Analysis & Therapy Partners

WORK HISTORY

- 2015 – Present School Psychologist
Private Practice
- 2014 – Present School Psychologist
Souderton Area School District
- 2008 – 2013 Clinical Care Coordinator
Behavior Analysis & Therapy Partners

PUBLICATIONS

Thoder, V. J. & Cautilli, J.D. (2010). An independent evaluation of mode deactivation therapy for juvenile offenders. *Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, 2(3), 183-197.

Thoder, V. J., Hesky, J. G., & Cautilli, J. D. (2010). Using reliable change to calculate clinically significant progress in children with EBD: A BHRS program evaluation. *International Journal of Behavioral Consultation and Therapy*, 6(1), 45-66.

PRESENTATIONS

Local

Cautilli, J. D., McAllister, J., & **Thoder, V. J.** Evidence-informed use of TSS within BHRS, Pennsylvania Psychological Association, Harrisburg, Pennsylvania, 2013.

Thoder, V. J., Cautilli, J. D., Ames, G., & Weissman, R., Measuring the effectiveness of a wraparound program: Outcome student on children with Autism, Bucks County Autism Support Coalition Autism Conference, Bucks County, Pennsylvania, 2011.

National

Fiorello, C. A., **Thoder, V. J.**, Seiple, D., Armour, J., & Lorraine, S., Identifying covertly gifted students: Teacher rating scale development, National Association of School Psychologists, Washington, DC, 2014.

Bloomfield, A. E., Fiorello, C. A., **Thoder, V. J.**, Thurman, S. K., & Burton, D. F., Examination of decision rules of RtI: Recommendations versus reality, National Association of School Psychologists, Philadelphia, Pennsylvania, 2012.

Rotheram-Fuller, E., Kim, M., Sisco, D. M., **Thoder, V. J.**, Stability of friendships and academic achievement among urban students, National Association of School Psychologists, Philadelphia, Pennsylvania, 2012.

International

Dziewolska, H., Weissman, R. D., & **Thoder, V. J.** Supervising behavioral consultants working with children with conduct and oppositional defiant disorder: Working with resistant consultees, Applied Behavior Analysis: International, San Antonio, Texas, 2010.

Summers, D. J., **Thoder, V. J.**, Cautilli, J. D., & Willcox, N. P., Setting up the community reinforcement approach in an outpatient clinical for addiction. *Applied Behavior Analysis: International*, San Antonio, Texas, 2010.

Thoder, V. J., Weissman, R. D., & Dziewolska, H. Administrative supervision of staff, *Applied Behavior Analysis: International*, San Antonio, Texas, 2010.

Thoder, V. J., Weissman, R. D., & Cautilli, J. D., How to use reliable change scores to measure clinical outcomes in a community based autism program, *Applied Behavior Analysis: International*, San Antonio, Texas, 2010.

Professional Development

Bsher, B., Hall, D., Pauzano, N., Schwed, S., & **Thoder, V. J.**, Positive Behavior Supports, Souderton Area School District, 2016.

Bsher, B., Hall, D., Pauzano, N., Posey, A., Schwed, S., & **Thoder, V. J.**, Positive Behavior Supports, Souderton Area School District, 2015.

Thoder, V. J., Level 1 and 2 FBA/PBSP, Souderton Areas School District, 2014.

PROFESSIONAL AFFILIATIONS

2010 – Present American Psychological Association, Division 16

2010 – Present National Association of School Psychologists

2010 – Present Association of School Psychologists of Pennsylvania

2008 – Present Applied Behavior Analysis: International

REFERENCES

References available upon request.

ELIZABETH TINSMAN

3118 Chatham Way, Morrisville, PA, 19067
267-987-0977 Etinsman1594@gmail.com

OBJECTIVE

Diligent, enthusiastic, and detail-oriented education and nursing experience Professional. Educational preschool teacher with 2 + years of experience teaching in a preschool setting. Recognized for ability to develop and implement activities that improves students' learning and behavioral skills. Ensure open communication and on-going support with parents and administrators regarding the students' growth and well-being.

SKILLS & ABILITIES

- Writing/editing/proofreading
- Time-management and multitasking skills
- Superb organizational skills
- Positive and effective relationship building
- Creative and analytical problem solving
- Computer Skills (Microsoft Office)
- Positive collaboration with families

EXPERIENCE

June 2019-June 2020	Preschool Teacher, <i>Early Childhood Educators of PA (Bristol, PA)</i> <ul style="list-style-type: none">· Developed positive relationships with students, families and administrators.· Open Communication with family on a daily or weekly basis.· Develop a creative and age specific program acceptable for preschool children· Utilize a variety of tools in order to actively engage students for the most optimal learning environment.· Develop lesson plans to ensure students are developmentally progressing both mentally, emotionally, and physically.· Observing and supervising academic development.· Using different educational techniques such as: educational play, story time, pretend play, etc.
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<p>June 2018-December 2018</p>	<p>Preschool Teacher, New Horizon Learning Center (Fairless Hills, PA)</p> <ul style="list-style-type: none"> · Actively engage with students to teach them the basics, such as: numbers, letters, colors, shapes, etc. · Offered parents daily reports on child(ren). · Develop lesson plans that are both creative and fun for the students, while doing so in a structured environment. · Encouraging not only intellectual development but also physical development; teaching students the importance of exercise, rest, food, and water.
<p>May 2016-June 2018</p>	<p>Home Health Aide, Bayada Home Health care (Willow Grove, PA)</p> <ul style="list-style-type: none"> · Integrated in the care needs of complex patients and family dynamic to provide my patients the most barrier free life possible. · Proactively sought and explored how to assist and educate my patient and family in independent living · Performed care and activities of daily living with pediatric clients. Including: feeding, bathing, dressing, as well as other means of hygiene. · Took any necessary safety precautions: infection control, hand hygiene, fall prevention, and seizure precautions.

EDUCATION

<p>August 2014-December 2016</p>	<p>Bachelor of Science in Nursing, Philadelphia, PA, Holy Family University</p>
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Professional References upon request.

Jamie Rose Tracy
4089 Sawmill Road
Petersburg, PA 16669
(814)574-6285
jrtracy80@gmail.com

OBJECTIVE: To gain a position at the Reach Cyber Charter School

EDUCATION: Lock Haven University, Lock Haven, PA
Bachelor of Science in Education (Special/Elementary Education)
15 Graduate credits in Teaching and Learning Masters Program

Slippery Rock University, Slippery Rock, PA
Major: Special Education/Elementary Education
Concentration: Biology

TEACHING
EXPERIENCE: February 2007-Present
Huntingdon area School District, Huntingdon, PA
Kindergarten Teacher- 1 year
2nd and 3rd Grade Classroom Teacher- 3 years
K-5 Health and Physical Education Teacher- 2 years
5th Grade Teacher- 8 years

February 2004-February 2006
Juniata County School District, Mifflintown, PA
Inclusion and Itinerant Learning Support Teacher

- Provided instruction in core academic subjects at the K, 2nd, 3rd, and 5th grade level
- Used positive reinforcement to manage students behavior
- Used curriculum guidelines to create and implement Health Education Lessons
- Followed Physical Education programs and guidelines to teach fine and gross motor skills, as well as social skills within the physical education setting
- Created and Implemented students' Individualized Education Plans
- Taught Title 1 Math at Lack-Tuscarora Elementary for grades 1-5
- Provided Itinerant Learning Support services for students in grades 2-5 at Tuscarora Valley and Fermanagh-Mifflintown Elementary Schools
- Provided Inclusion services for students at Tuscarora Junior High School
- Taught Learning Support English at Tuscarora Junior high School
- Provided instruction on study skill strategies for 6th grade earning Support students in Science, Social Studies, Math, Reading, Health and English

STUDENT
TEACHING:

Elementary Education, Penns Valley Elementary: grade 5
Special Education, Penns Valley Elementary: Learning and
Instructional Support, grades K-6

- Created and taught a History unit on “The Colonization of America,” and a Math unit on “Place Value and Problem Solving”
- Taught lessons in all subjects, including math, science, language arts, and social studies
- Used computer based technology to develop grade sheets, an electronic grade book, checklists, posters, and signs for the classroom
- Used APL classroom management techniques such as Checking for Understanding, On the Clock, Wait Time, Pass Option, and Bellringers
- Implemented behavioral plans as found in the students’ Individualized Education Plans

SUMMARY OF QUALIFICATIONS:

- Attended the STEM workshop through Juniata College and TIU11 in 2016
- Completed Juniata College’s “Governor’s Institute for Early Childhood Educators”
- Trained in two levels of Language Circle: Project Read, Phonology and Linguistics
- Attended Penn State’s Adequate Yearly Progress week long seminar in 2006
- Created a professional portfolio in accordance with the ISTE technology standards for teachers
- Participated in over 100 hours in local elementary school classrooms
- Participated in over 120 hours in Special Education classrooms including Learning Support, Life Skills, emotional Support, and Multi-disabilities Support
- Completed a Project Wild training workshop
- Completed a 3 day SOAR to Success training
- Attended 2 Inquiry Based Science workshops

OTHER
ACTIVITIES:

- Volunteered in a Multi-disabilities classroom, Williamsport Area School District: Blast Intermediate Unit
- Camp Counselor, 4-H Camp Brule, approximately 250 children ages 9-15
- 4-H leader for the Huntingdon Hoofprinters Horse and Pony Club
- Worked at Horsepower Farm, a therapeutic riding facility for children with physical disabilities
- Worked as riding instructor at Woodward Gymnastics Camp

- Competed as a member of the Women's Professional Rodeo Association

Sarah Walter

Email: sarahpetrik2@gmail.com **Permanent:** 19404 US 522, Beaver Springs, PA 17812

Objective:

To be given the opportunity to create a learning environment that is safe, educational, and engaging in Early Childhood Education or Special Education that will help all children to access and achieve their full potential both within and out of the classroom.

Education:

Fall 2014-2017

Bloomsburg University, Bloomsburg, PA

Major: Special Education K-12/Early Childhood Education PK-4

GPA: 3.51

Fall 2013-Spring 2014

Northampton Community College, Bethlehem, PA

Education: Special Education K-12/Early Childhood Education PK-4

GPA: 3.86

Phi Theta Kappa- Honors Society

Clearances:

FBI background and fingerprinting

Child Abuse History Clearance

State Clearances

Tuberculosis Clearance

Liability Insurance

Mandated Reporter Training

Student Teaching Experience:

First Placement: Danville Head Start, Danville, Pa

Completed eight full weeks of student teaching in the Head Start facility at Danville Elementary. Responsible for the general wellbeing of the group, as well as responsible for their social and academic growth. Designed lesson and unit

plans throughout the placement. Monitored both individual student goals and IEP goals. Engaged and worked with families during both home visits attended and during daily pick-up and drop-off of children.

Second Placement: Oaklyn Elementary School, Sunbury, Pa: K-5 Learning Support

Responsible for the designing of 3rd grade Mathematics, 2nd Grade Reading, and 3rd Grade Reading. Wrote unit plans in those areas according to the Common Core Teaching Standards for each grade level.

Work Experience:

Special Education Teacher at Soaring Heights Mifflintown: August 2019-Present

For the 2019-2020 school year, taught Elementary Autism Support. Students were mostly non-verbal, all with the diagnosis of Autism. Developed and implemented lessons based off IEP goals and behavior plans. Developed and implemented IEPs for all students. Provided accommodations and modifications based on the individual needs of students. Used VB-MAPP to increase verbal behavior of students. During the closure in March, connected with families to provide enrichment activities for students remotely, as well as, provided training for parents to be able to engage their children effectively in learning.

For the 2020-2021 school year, taught High School Emotional Support. Developed and implemented daily schedule and lessons based on the needs of the students. Managed Positive Behavior Support Plans and IEPs.

Pre-K Counts Teacher for CenClear Child Services at Rebersburg Elementary: August 2018-August 2019

Teacher of four and five year olds preparing to enter the school district next year. Developed and implemented lesson plans on a weekly basis according to Pre-K Counts and Pennsylvania Early Learning Standards. Developed and monitored monthly goals for each child. Attended IEP meetings and implemented on going goals in the classroom setting. Created a learning environment that supported the emotional and social needs of the students, while maintaining a safe learning environment. Implemented a PBIS monitoring system to promote healthy social choices and safe practices. Adapted all activities to meet the needs of each student for equal access.

Teacher at Luzerne County Head Start-Nanticoke Center: June 2017-June 2018

Teacher of children aged three to five years old. Developed and implemented lesson plans weekly that align with Head Start and Pennsylvania state standards. Gathered weekly data to analyze student readiness levels

according to Head Start objectives and standards. Developed monthly individual goals for each student, which are reviewed and monitored monthly. Attended IEP meetings and implement goals weekly. Created a learning environment that develops both academic and social growth with each individual child. Adapted all activities to meet the needs of each student for equal access.

Assistant Group Supervisor at Creative Kids Club: Summer of 2014-Summer 2016

Supervised the two-year-old group, three-year-old group, and Pre-k group at this daycare center for the past three summers. Responsible for the safety and schedule of the children. Wrote lesson plans. Worked with a few children who have Autism Spectrum Disorder, and adapt activities to meet their needs to engage them equally with other children. Engaged parents in the learning process daily.

Certifications:

-Early Childhood Education Pre-K-4th Grade

-CPR/First Aid

-Safety Crisis Management

-Safety Care Training

-Epilepsy First Aid

-Youth Mental Health First Aid

Technical Skills:

People Skills: Experience working with children ages birth to 16. Experience working with parents. Experience working with individuals with disabilities. Experience with tutoring Elementary, Middle, and High School grade subjects. Proficient in public speaking.

Computer Skills: Microsoft Word, Publisher, PowerPoint, Excel, BoardMaker Program, Quizlet, and IXL Math Program.

Ashtin NiCole Wiley
1113 Shannon Lane, Carlisle, PA 17013
(717) 713-5209 ashtinw15@comcast.net

Objective: To acquire a full-time English Language Arts teaching position in a Secondary Education classroom.

Education

Grand Canyon University- M.A. Secondary Education **August 2017- April 2019**
-With 7 Continuing Education (COE) courses in English
Lycoming College- Diploma, B.A. Psychology **May 2014**
Carlisle High School- Diploma **June 2010**

Experiences

Prince William County Public Schools- 7th Grade English Teacher **August 2019- present**
-Ronald Reagan Middle School in Haymarket, Virginia
-Responsible for lesson and unit planning for 7th Grade Language Arts
-Responsible for 133 students
-Responsible for the implementation of Standards Based Grading and Curriculum
-Responsible for working with the grade level Collaborative Learning Team in order to plan and implement Virginia secondary curriculum
-Newspaper Club Sponsor
Carlisle Area School District- 9th/10th Grade English Substitute **April 2019-May 2019**
-Long Term Substitute for five 9th and 10th Grade English classes
-Created and conducted units for High School English classes during teacher maternity leave
-Responsible for behavior management and classroom conduct
-Hosted and attended English Department meetings and regular staff meetings
-Responsible for grading and entering into Gradebook/Schoology
Carlisle Area School District- Student Teaching **January 2019- April 2019**
-Carlisle High School
-Responsible for creating and conducting lessons for five 12th grade English classes
-Responsible for grading daily assignments and assessments
-Responsible for the implementation of the Common Core Grading and Curriculum
The Education Staffing Solution- Substitute **June 2018- December 2018**
- Carlisle Area School District, Big Spring School District and South Middleton School District
- Supervised and supported students' academic needs as well as social, emotional and behavioral needs
- Assisted other school personnel in day-to-day duties such as attendance, tutoring, and lesson planning
Manito Laurel Life- Therapeutic Staff Support **September 2016- December 2016**
- Worked at two different elementary schools with two students
- Implemented interventions and strategies for behavior management in the classroom
Keystone Human Services- Personal Care Associate **August 2014-December 2014**
- Personal Care Associate
- Attended to mental illnesses such as Schizophrenia, Bipolar, Anxiety and Dementia

Lycoming College – Resident Advisor

2012 – 2013

- Completed duty rounds, filled out event paperwork, conducted floor meetings and events
- Counseled on issues dealing with suicide, pregnancy, death in the family and drug use
- Led and oversaw a group of 30 girls

Certifications

- Virginia Teaching License (Provisional License)
- Pennsylvania Teaching License (Provisional License)
- Pennsylvania & Virginia certification for Secondary Education in English Language Arts

Activities

Newspaper Club Sponsor

August 2020- Present

- Managed a group of 24 students in the club
- Created websites for the Newspaper Club
- Collaborated with the Editor-in-Chief to edit and produce each publication

Student Teaching- Carlisle High School

January 10- April 24, 2019

- Taught a 12th grade English Language Arts for a 15 week term

Lycoming Women’s Soccer Team

2010- 2012

- As a student athlete, was a two-year member of the Varsity soccer team

Lycoming RAD Self- Defense Class for Women

2014

- Learned self-defense techniques and became certified

Assistant Soccer Coach

2010- 2014

- Assisted with a middle school boys’ summer soccer league
- Attended and competed in tournaments

Carlisle High School Clubs

2006- 2010

- Part of the National Honor Society, Interact Club, Breast Cancer Awareness Walk, Project Share, and Spanish Tutoring Club

Carlisle High School Varsity Soccer Team

2007- 2010

- As a student athlete, was a four year member, received the Coaches’ Award in 2008 and 2010, and was a Captain from 2008- 2010.

Carlisle High School Trip- Spain & Morocco

2009

- Traveled to Barcelona, Madrid, Seville, Granada, Valencia, Malaga, and Cordoba
- Traveled across the Straight of Gibraltar into Northern Morocco

Skills

- Proficient in Spanish*



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 : 91000007124
Date : 11-FEB-2021
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82043226
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION	
Net Amount : USD \$4,829,883.12	Make Checks Payable to:	Bank Wire to:
Tax Total : USD \$0.00	Pearson Online & Blended Learning	Bank Name : Bank of America N A
Invoice Total : USD \$4,829,883.12	32369 Collection Center Drive	Bank Address :
Amount Due : USD \$4,829,883.12	Chicago, IL 60693-0323	ABA ACH No : 071000039
		ABA Wire No : 026009593
		SWIFT Code : BOFAUS3N
		A/C No : 8188290225
		Bank Account Name : Connections Education LLC dba Pearson Online & Blended Learning K-12 USA



Pearson

Invoice Number: 91000007124							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043226	REACH	Direct Charges	7		4,816,518.83	0.00	4,816,518.83
82043226	REACH	Pass Through	13		13,364.29	0.00	13,364.29

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
	\$4,829,883.12	\$0.00	\$4,829,883.12



Pearson

Charges for the Following Period:

January 2021

Compensation Expenses

Credit for Nonbillable Earnings Paid by the School	(29,479.13)
Withholdings	3,778.69
	<hr/>
	(25,700.44)

Enrollment/Unit Based Charges

Direct Course Instruction Support	35,788.50
Facility Support Services	2,083.33
Monthly Fee per School Staff Member	226,400.00
Monthly Fee per Student	3,108,872.00
Short Term Substitute Teaching Services	12,000.00
Tangible and Intangible Instructional Materials	6,000.00
Upfront Fee per Student	1,425,375.00
	<hr/>
	4,816,518.83

Pass Through Expenses

Miscellaneous	39,064.73
	<hr/>
	39,064.73

Total Amount Due

4,829,883.12



To: Reach Cyber Charter School Board
From: Katie Senft
Re: 2021-2022 School Calendar
Date: February 11, 2021

Attached is a draft calendar for the 2021-2022 school year. This calendar has been carefully reviewed by your school principal and the Director of Schools, and represents 180 student days. Once board-approved, this calendar will become the official school calendar for 2021-2022 and will be added to the Reach Cyber Charter School Handbook Supplement.

REACH School Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
Labor Day	School and Office Closed	September 6, 2021
<i>First Day of School</i>	School and Office Open	September 7, 2021
Veterans' Day	School and Office Closed	November 11, 2021
Thanksgiving Break	School and Office Closed	November 25-29, 2021
Winter Break	School and Office Closed	December 24, 2021-January 3, 2022
Martin Luther King, Jr. Day	School and Office Closed	January 17, 2022
<i>First Semester End Date</i>	NA	January 28, 2022
Teacher Work Day	Staff Work Day	January 31, 2022
<i>Second Semester Start Date</i>	NA	February 1, 2022
Presidents' Day	School and Office Closed	February 21, 2022
Spring Break	School and Office Closed	April 15-18, 2022
Memorial Day	School and Office Closed	May 30, 2022
<i>Last Day of School</i>	School and Office Open	June 8, 2022
School Closed - Additional Administrator/12 Month Employee Days: November 11, 2021; November 29, 2021; February 21, 2022; April 15, 2022; April 18, 2022		

School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty

AFFILIATION AGREEMENT WITH A SCHOOL DISTRICT

THIS AGREEMENT, is made this 4th day of February 2021, by and between Wilson College, Chambersburg, PA, (HEREINAFTER REFERRED TO AS “college”), a regionally accredited liberal arts college in the Commonwealth of Pennsylvania and the organization, Reach Cyber Charter School(HEREINAFTER REFERRED TO AS “school district”).

The parties intend to be legally bound to the following terms:

I. **DUTIES AND RESPONSIBILITIES OF THE COLLEGE**

- a. *Selection of Students.* The college shall be responsible for the selection of qualified students to participate in the practicum or student teaching experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the school district.
- b. *Education of Students.* The college shall assume full responsibility for the classroom and classroom education of its students. The university shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading and graduation.
- c. *Submission of Candidates.* The college shall submit the names of the students to the school district or a designated representative prior to the practicum assignment or student teaching. All student teachers will have completed all required clearances. They are on file at the college and copies are available upon request.
- d. *Advising Students of Rights and Responsibilities.* The college will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the school district and should any student fail to abide by any policy and/or procedure, he or she may be expelled from the program.
- e. *Professional Liability Insurance.* Students may pursue insurance on their terms. The school district understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth’s Tort Claims Self-Insurance program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University’s performance under this Agreement,

subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A. § 8521, *et seq.*

- f. *Compensation.* For and in consideration of the placement of student teachers with district cooperating teachers, the college agrees to pay a stipend to each cooperating teacher selected to guide the student's experience. This stipend is in addition to the regular salary paid by the school district or agency.
- g. *Required Clearances:* Criminal Record Check, Child Abuse History Clearance, & FBI– Dept. of Education and TB Test. The College shall require all students registered for field experience to have all of the clearances and TB test results completed prior to reporting for their first assignment, to present those clearances to the school district, and all clearances must be dated within one year of the beginning of the field experience. Failure to comply will result in the student being removed from their field experience. Students receiving an unacceptable report on their clearances will be denied acceptance into the field experience assignment in the Ambridge Area School District. Prohibitive offences contained in the Older Adult Protective Services Act 169 of 1996 as amended by Act 13 of 1997 will be followed.

II. **DUTIES AND RESPONSIBILITIES OF SCHOOL DISTRICT**

- a. *Establishment of Pre-Practicum or Student Teaching.* The school district authorizes the use of its facilities as may be agreed upon by the district and the University as a pre-practicum or student teaching center. This pre-practicum or student teaching is for students enrolled in the college's teacher preparation programs. This pre-practicum or student teaching is required and authorized by law.
- b. *Policies of School District.* The college will review with each student, prior to the assignment any and all applicable policies, codes or confidentiality issues related to the experience. The school district will provide the college with all the applicable information as students begin their field experiences.
- c. *Administration.* The school district will have sole authority and control over all aspects of student services. It will be responsible for and retain control over the organization, and operation of its programs.
- d. *Removal of Noncompliant Student.* The school district shall have the authority to immediately remove a student who fails to comply with its policies and procedures. If such a removal occurs, the school district should immediately contact the Placement Coordinator.

- e. *Designation of Representative.* The school district shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the college in order to discuss, plan and evaluate the experience on the student(s).
- f. *Supervision of Students.* The school district shall provide either a practicum site supervisor or a cooperating teacher who will supervise student activities during pre-practicum or student teaching visits.
- g. *Reporting of Student Progress.* The school district shall provide all reasonable information requested by the college on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the college and the school district.
- h. *Student Records.* The school district shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent of written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. **MUTUAL TERMS AND CONDITIONS**

- a. *Number of Participating Students.* The parties will mutually agree upon the number of students that shall be assigned to the school district for this pre-practicum or student teaching experience.
- b. *Term of Agreement.* The term of this Agreement shall be 5 years from the date of execution. This Agreement may not exceed a period of five years.
- c. *Termination of Agreement.* The college or the school district may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the school district terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- d. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
- e. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

- f. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- g. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- h. *Liability.* Neither of the parties shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement.
- i. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Wilson College
University or College

Reach Cyber Charter School
School/School District (Print)

President's Signature

Authorized Signature

President's Name (Print)

Print Name/Title

Dean's Signature

Date

Dean's Name (Print)

Date

MEMORANDUM OF AGREEMENT
SAINT FRANCIS UNIVERSITY
AND
REACH CYBER CHARTER SCHOOL

Field Experience and Student Teaching Placements

Effective: February 8, 2021 – December 31, 2025

Saint Francis University, hereafter designated as Saint Francis University or the University, and the Reach Cyber Charter School hereafter designated as the Reach Cyber Charter School or the District, agree to operate a Field Experience and Student Teaching Program at the District in the following manner. The following items represent understandings of agreement reached relative to this cooperative relationship.

- I. A. Saint Francis University will arrange to place up to 4 student teachers each semester or a total of 8 student teachers per year. In addition, the university will place no more than 10 students each semester or a total of 20 in Field Experience placements. These students will be individuals enrolled in the Early Childhood, Early Childhood/Special Education, Middle Level, Middle Level/Special Education, or Secondary/Special Education programs at Saint Francis University pursuing certification in these designated areas. Students will begin their experience in Field Placements designed from 3 to 25 hours depending upon the course in which they are enrolled. The students' classroom involvement will range from observation to work with students, to planning and carrying out lessons under the direction of the cooperating teacher. Each university course instructor will provide explanations for types of experiences the students may undertake. Student teaching placements will be carried out as a student's culminating experience. Some students will begin their placement in the fall and others will begin in the spring. The District and University will collectively assign a cooperating or mentor teacher depending on the type of placement. The student teaching cooperating teacher, in cooperation with the University supervisor, will provide guidance and support, give both oral and written feedback and complete the required paperwork for the student teacher. At the end of the Field Experience, the mentor teacher will provide guidance and support and a brief checklist evaluation. Evaluation materials will be provided by the University for the course assigned.
- B. The period of time in which student teachers will be on assignment at the District will parallel the period of the academic semesters at Saint Francis University and will continue for approximately 15 weeks or 7 ½ weeks depending on the area of placement. Field Experience will be conducted during a semester for a range in hours from 3 to 25 hours depending on the university education course in which the student is enrolled.

Assignments for Field Experience and Student Teaching placements will be coordinated with the Saint Francis University Field Service and Student Teaching Coordinators and the District's Assistant Superintendent.

- C. Professional supervisors who are employees of Saint Francis University will be responsible for the supervision of student teachers during each semester. They will perform the supervisory responsibilities in harmony with the standards and practices published by the University's Handbook and the State of Pennsylvania (PDE). They will also prepare and submit the appropriate student evaluation forms upon the conclusion of each semester.
 - D. Financial considerations: Saint Francis University will pay the amount of \$300.00 to cooperating teachers when students are in their student teaching experience for 15 weeks and \$150.00 when students are in their student teaching experience for 7 ½ weeks. The amount above will be made payable and mailed directly to the cooperating teacher.
- II. At any time the District desires assistance, support or clarification in connection with any aspect of the above program, they will contact Saint Francis University's Field Service or Student Teaching Coordinators. If at any time the University desires assistance, support or clarification in connection with any aspect of the above program, the University will contact designated elementary and/or secondary Principals as well as the District's Assistant Superintendent.
 - III. Students placed in the District will abide by District policies. Any student whose professional performance or conduct is not consistent with the educational and philosophical objectives and the overall directions of the District may be withdrawn by the District or by Saint Francis University. In practice, it will be Saint Francis University's responsibility to advise the student of any such action which is to be taken. The University is responsible for providing the District with the appropriate clearances for each University student as determined by the District. Saint Francis University shall maintain any and all appropriate licenses throughout the life of this Agreement. Saint Francis University shall also ensure that any employees and/or volunteers have and maintain any and all applicable clearances, as required by any and all applicable state and federal laws, including, but not limited to, the Pennsylvania Child Protective Services Law, 23 Pa.C.S.A. 6301, *et seq.*, as amended. The District reserves the right to request copies of the clearances at any time.
 - IV. In order to maximize the professional advantage of this program, not only to the student participants who come to the District, but also to the District itself and to Saint Francis University, continued input from individuals at the District and at Saint Francis University is essential. Changes in the program will be possible only as such inputs from the District and from the University are discussed and mutually agreed upon. Both Saint Francis University and the District agree to meet at least once every year to discuss concerns and generate new ideas and/or ways to improve the program and relationship. These meetings will be initiated and coordinated by Saint Francis University. If either party decides to dissolve the relationship, advanced notice must be given in the interest of those students in the program. This notice period must be initiated before the placement of student teachers for the upcoming semester.

S i g n a t u r e P a g e

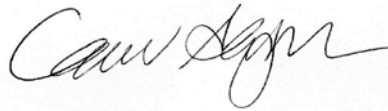
The authorized signatures below confirm the above agreement:

Date

Reach Cyber Charter School

Date

Reach Cyber Charter School



2/8/2021

Date

Mrs. Cassie Grassmyer, Field Experience Coordinator
Saint Francis University



The first choice for faster results.

COMMUNITY COLLEGE
OF ALLEGHENY COUNTY

South Campus
1750 Clairton Road
West Mifflin, PA 15122
Ph: 412.469.1100
www.ccac.edu

Spring 2021

Thank you for accepting our Education Program student for an embedded field experience this semester. We look forward to a productive semester and feel fortunate that our students will have the opportunity to interact with and learn from your staff.

Although most of our students have had some experience with children, this may be their first experience with this age group or in a group or formal setting. After a brief orientation, the goal of the embedded field experience is to provide our students the opportunity to have an authentic learning encounter in the field.

Students are encouraged to observe the teachers, children, classroom management, classroom set-up, teaching strategies, and school layout. They will have specific assignments to complete, as well. The students are required to maintain confidentiality and will not be permitted to use full student, teacher, staff, or site names in their journals and assignments.

The students are required to obtain at least 10 hours in the field by the end of the semester. Each student will have an Embedded Field Log sheet, which we will ask you to sign and date for every session. If a student should miss a session, they must make arrangements with you to make it up at your convenience. There is no need for you to make special arrangements or change your routine to accommodate our students. We do ask students, if possible, to observe in more than one classroom or setting. We encourage multiple observations to provide the student extensive depth in their work as they determine their future in education.

PLEASE REMEMBER: OUR STUDENTS ARE NOT TO BE LEFT IN CHARGE OF THE CLASSROOM AT ANY TIME. THEY ARE NOT TO BE CONSIDERED THE PRIMARY CAREGIVER AT ANY TIME. STUDENTS ARE TO BE IN THE ROOM WITH THE CLASSROOM TEACHER/SUPERVISOR/TEACHER OR AIDE DURING THEIR EMBEDDED FIELD HOURS (unless the student is required to observe tasks outside of the room and without children, i.e. snack preparation, nap or play room preparation, etc.).

Our students have been asked to obtain and provide you with copies of the items listed below and to wear their CCAC student ID while in the field. Please advise them of any additional information required by your facility.

- Child Abuse History clearance
- Criminal Record Check
- FBI fingerprint clearance

Please share this information with other appropriate staff. If you need any additional information, or would like help with an issue or concern, please contact me directly.

It is expected that the CCAC student will model professionalism for his/her teachers, staff members, instructors, children, families, and peers. This expectation includes punctuality, honesty, adherence to professional codes, and support for the advancement of the profession. The students are to dress and behave as professionals in every sense of the word while on site property and/or in the presence of children, their families, faculty and staff.

Again, thank you for your time and assistance. I look forward to our association.

Sincerely,

Dr. Melanie Yeschenko
ECD/EDU Professor and Program Coordinator
CCAC – South Campus (B646)
412-469-6325
myeschenko@ccac.edu

**Reach Cyber Charter School
Balance Sheet
1/31/2021**

ASSETS:

Cash and Short Term Investments:

Cash:Checking	\$ 8,115,267
Cash:Money market Account	\$ 25,564,135
Total Cash and Short Term Investments	<u>\$ 33,679,402</u>

Other Current Assets:

Local District Receivables- Prior Year	\$ 1,094,548
Local District Receivables- Current Year	\$ 12,030,365
State Program Receivables	\$ 62,000
Allowance for Doubtful Accounts	\$ (507,378)
Grant Receivables	\$ -
Prepaid Expenses	\$ 177,562
Total Other Current Assets	<u>\$ 12,857,097</u>

Other Current Assets:

Security Deposit	\$ 8,917
Total other Assets	<u>\$ 8,917</u>

Fixed Assets:

Property Plant & Equipment:

Computer Hardware	\$ 498,827
Leasehold Improvements	\$ 223,326
Furniture	\$ 103,706
Accum Depr:Computer Hardware	\$ (77,553)
Accum Depr:Leasehold Improvements	\$ (99,283)
Accum Depr: Furniture	\$ (49,364)
Net Fixed Assets	<u>\$ 599,659</u>

TOTAL ASSETS

\$ 47,145,075

LIABILITIES:

Current Liabilities:

Due to (from) Connections Academy	\$ 4,829,883
Accrued payroll, taxes, pension and withholdings payable	\$ 556,682
Accounts Payable	\$ 605,426
Due to Local Districts	\$ 976,031
Total Current Liabilities	<u>\$ 6,968,022</u>

TOTAL LIABILITIES

\$ 6,968,022

FUND BALANCE:

Invested in Capital	\$ 599,659
Reserved Fund Balance	\$ 21,148,545
Undesignated Fund Balance	\$ 18,428,849
Total Fund Balance	<u>\$ 40,177,053</u>

TOTAL LIABILITIES AND FUND BALANCE

\$ 47,145,075

Reach Cyber Charter School
Revenue and Expense Statement
Year to date as of 1/31/2021

	Prior Board Rpt YTD	January 2021	YTD Actual	Approved 20/21 Budget	Current Annual Forecast
Forecasted Enrollment					
Forecasted ADM				4,165	8,447
Forecasted Total Enrollment				5,414	11,968
Forecasted Funded Enrollment				4,165	8,447
REVENUE:					
Local School District Funding:					
Regular Education	\$ 43,932,559	\$ 7,097,171	\$ 51,029,730	\$ 39,426,644	\$ 79,963,317.00
Special Education	\$ 17,665,031	\$ 6,116,373	\$ 23,781,404	\$ 20,846,882	\$ 42,280,694.00
Federal & Other Program Funding:					
Title I-IV	\$ 291,824	\$ 93,067	\$ 384,891	\$ 1,376,304	\$ 1,376,304
IDEA-B	\$ -	\$ -	\$ 667	\$ 621,613	\$ 621,613
CSI	\$ -	\$ -	\$ -	\$ 75,000	\$ 75,000
CARES	\$ 435,117	\$ 38,346	\$ 473,463	\$ 728,580	\$ 728,580
E-Rate	\$ -	\$ -	\$ -	\$ 1,427	\$ 1,427
Interest Income	\$ 9,216	\$ 2,141	\$ 11,357	\$ 210,000	\$ 20,000.00
Student Activities and Other Income	\$ 1,226	\$ 29	\$ 1,255	\$ 20,000	\$ 20,000.00
TOTAL REVENUE	\$ 62,334,973	\$ 13,347,127	\$ 75,682,767	\$ 63,306,450	\$ 125,086,935
PROGRAM EXPENSES:					
Compensation Expense					
Administration Staff	\$ 5,830,549	\$ 1,269,824	\$ 7,100,373	\$ 5,731,420	\$ 13,449,493
Instructional Staff	\$ 10,752,283	\$ 2,883,118	\$ 13,635,401	\$ 25,804,419	\$ 28,050,991
Total Compensation Expense	\$ 16,582,832	\$ 4,152,942	\$ 20,735,774	\$ 31,535,839	\$ 41,500,484
Fee Based Expenses					
Curriculum and Instructional Support Services - Upfront	\$ 2,518,352	\$ 448,729	\$ 2,967,081	\$ 2,301,091	\$ 5,086,400
Curriculum and Instructional Support Services - Monthly	\$ 2,669,940	\$ 1,128,920	\$ 3,798,860	\$ 4,872,899	\$ 9,882,990
Student Connexus License	\$ 1,437,660	\$ 607,880	\$ 2,045,540	\$ 2,623,868	\$ 5,321,610
Student Technology Assistance Services - Upfront	\$ 2,370,204	\$ 422,333	\$ 2,792,537	\$ 2,165,733	\$ 4,787,200
Student Technology Assistance Services - Monthly	\$ 1,293,894	\$ 547,092	\$ 1,840,986	\$ 2,361,482	\$ 4,789,449
Enrollment/Placement/Student Support Services - Upfront	\$ 3,110,880	\$ 554,313	\$ 3,665,192	\$ 2,842,524	\$ 6,283,200
Enrollment/Placement/Student Support Services - Monthly	\$ 2,321,294	\$ 260,520	\$ 2,581,814	\$ 1,124,515	\$ 2,280,690
School Operations Support Services	\$ 1,334,970	\$ 564,460	\$ 1,899,430	\$ 2,436,449	\$ 4,941,495
Professional Development Services	\$ 185,250	\$ 70,750	\$ 256,000	\$ 399,375	\$ 693,000
School Staff Support Services	\$ 454,750	\$ 155,650	\$ 610,400	\$ 878,625	\$ 1,524,600
Direct Course Instruction Service	\$ 132,760	\$ 35,789	\$ 168,548	\$ 96,000	\$ 337,096
Short Term Sub Teaching Services	\$ 63,150	\$ 12,000	\$ 75,150	\$ 140,000	\$ 150,300
Facilities Support Services	\$ 12,500	\$ 2,083	\$ 14,583	\$ 25,000	\$ 29,166
Total Fee Based Expenses	\$ 17,905,602	\$ 4,810,519	\$ 22,716,121	\$ 22,267,561	\$ 46,107,196
Other School Expenses:					
Instructional Programs	\$ 3,218,060	\$ 252,881	\$ 3,470,941	\$ 5,938,681	\$ 5,950,185
Administration and Support	\$ 1,220,247	\$ 214,393	\$ 1,434,640	\$ 2,386,720	\$ 2,459,383
Total Other School Expenses	\$ 4,438,307	\$ 467,274	\$ 4,905,581	\$ 8,325,401	\$ 8,409,567
TOTAL PROGRAM EXPENSES	\$ 38,926,741	\$ 9,430,735	\$ 48,357,476	\$ 62,128,801	\$ 96,017,247
Net Increase (Decrease)	\$ 23,408,232	\$ 3,916,392	\$ 27,325,291	\$ 1,177,649	\$ 29,069,688
Adjustment for capitalized assets and depreciation			\$ (389,976)		
Beginning Fund Balance Not Invested in Capital			<u>\$ 12,642,079</u>		
Ending Fund Balance Not Invested in Capital			\$ 39,577,394		
Fund Balance Invested in Capital			<u>\$ 599,659</u>		
TOTAL ENDING FUND BALANCE			<u>\$ 40,177,053</u>		

February 10, 2021

To the Board of Trustees
Reach Cyber Charter School

We have audited the financial statements of the governmental activities and the major fund of Reach Cyber Charter School for the year ended June 30, 2020. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated April 11, 2020. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Reach Cyber Charter School are described in Note 1 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during the year ended June 30, 2020. We noted no transactions entered into by Reach Cyber Charter School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the government wide financial statements was:

Management's estimate of the depreciation and amortization is based on the estimated useful lives of the underlying assets. We evaluated the key factors and assumptions used to develop the depreciation and amortization expense in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the allowance for doubtful accounts is based on an analysis of the collectability of the local school district revenues. We evaluated the key factors and assumptions used to develop the allowance in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. The attached schedule summarized uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated February 10, 2021.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to Reach Cyber Charter School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Reach Cyber Charter School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to the Governmental Fund Budgetary Comparison Schedule, which is required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding 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 did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

Restriction on Use

This information is intended solely for the information and use of the Board of Trustees and management of Reach Cyber Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,



SD Associates, P.C.

Reach Cyber Charter School
Financial Statements
And
Independent Auditor's Report
Year Ended June 30, 2020

**Reach Cyber Charter School
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Year Ended June 30, 2020**

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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, 2020, 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, 2020, 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.

Other Matters

Required Supplementary Information

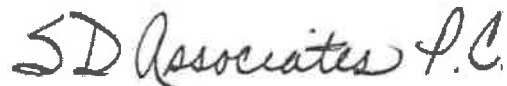
Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the 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 February 10, 2021, 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.



Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2021

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2020

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, 2020. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- Total revenues increased by approximately \$12,100,000 due primarily to increased enrollment.
- At the close of the current fiscal year, the School reports an ending fund balance of \$12,642,079. This balance was the result of a \$3,066,668 surplus for the year ended June 30, 2020.
- The School's cash balance at June 30, 2020 was \$15,842,838 representing an increase of \$4,220,514 from June 30, 2019.

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.

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2020

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.

	2020	2019
Assets		
Current assets	\$20,746,702	\$16,505,435
Noncurrent assets	218,600	165,931
	20,965,302	16,671,366
 Current Liabilities	 8,113,540	 6,938,941
 Net Position	 \$12,851,762	 \$ 9,732,425

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 \$12,851,762 as of June 30, 2020.

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2020**

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, 2020, the School's total revenues of \$55,253,136 exceeded expenditures of \$52,133,799 by \$3,119,337.

	<u>2020</u>	<u>2019</u>
Revenues		
Program revenues		
Local educational agency assistance	\$ 53,260,917	\$ 41,618,219
Federal sources	1,714,638	1,399,315
State sources	66,310	81,089
General revenues		
Other	211,271	58,651
Total revenues	<u>55,253,136</u>	<u>43,157,274</u>
Expenditures		
Instruction	38,184,003	28,522,547
Support services	13,737,431	10,048,774
Noninstructional services	153,141	82,042
Depreciation	59,224	47,998
Total expenditures	<u>52,133,799</u>	<u>38,701,361</u>
Change in net position	3,119,337	4,455,913
Net position, beginning	<u>9,732,425</u>	<u>5,276,512</u>
Net position, ending	<u>\$ 12,851,762</u>	<u>\$ 9,732,425</u>

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 \$12,642,079.

Budget Variations

Actual revenues were \$1,302,019 lower than the budget due to increases as follows:

**Reach Cyber Charter School
Management's Discussion and Analysis
June 30, 2020**

Budget Variations (Continued)

Local educational agency assistance	\$ (1,520,811)
Federal sources	(37,789)
State sources	66,310
Other revenues	190,271
	<u>\$ (1,302,019)</u>

Actual expenditures were \$4,163,222 lower than the budget due to increases (decreases) as follows:

Instruction	\$ (5,013,545)
Support services	1,335,724
Noninstructional services	(215,174)
Capital outlay	(270,227)
	<u>\$ (4,163,222)</u>

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2020, the School's investment in capital assets for its governmental activities totaled \$209,683 (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 \$111,893 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 \$68,400,000 for fiscal year 2020-2021 due to increased enrollment. The growth in enrollment over the reporting year is due substantially to the effect of COVID-19.

Reach Cyber Charter School Management's Discussion and Analysis June 30, 2020

Future Events That Will Financially Impact the School

The fiscal and operational stability of our Commonwealth's charter schools is directly linked to the state of Pennsylvania's budget. As noted in the notes to the financial statements, the COVID-19 health crisis has had an expected adverse effect on the Commonwealth's financial condition. This issue manifests itself most clearly in the way that the Commonwealth determines each charter school's per-pupil allotment which is calculated by student's school district of residence budgeted expenditures. To the extent that Commonwealth funds are reduced at the district level, this reduction will result in a reduction to charter school funding.

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.

Reach Cyber Charter School
Statement of Net Position
June 30, 2020

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 15,842,838
Receivable from school districts, net of allowance	4,695,183
Federal subsidies receivable	90,858
State subsidies receivable	62,000
Prepaid expenses	55,823
Property and equipment, net	209,683
Security deposit	8,917
Total assets	20,965,302
Liabilities	
Accounts payable and accrued expenses	373,341
Accrued salaries and benefits	4,108,514
Due to Connections Education, LLC	3,028,931
Due to school districts	602,754
Total liabilities	8,113,540
Net Position	
Invested in capital assets, net	209,683
Unrestricted	12,642,079
Total net position	\$ 12,851,762

See accompanying notes to financial statements.

Reach Cyber Charter School
Statement of Activities
Year Ended June 30, 2020

Functions	Expenses	Program Revenues		Net (Expense)
		Charges for Services	Operating Grants and Contributions	Revenue and Changes in Net Position
				Governmental Activities
Governmental Activities				
Instruction	\$ 38,184,003	\$ 39,169,084	\$ 1,714,638	2,699,719
Support services	13,737,431	14,091,833	66,310	420,712
Noninstructional services	153,141	13,564	-	(139,577)
Depreciation expense	59,224	-	-	(59,224)
Total governmental activities	\$ 52,133,799	\$ 53,274,481	\$ 1,780,948	2,921,630
				General Revenues
				Other revenues
				197,707
				Change in net position
				3,119,337
				Net Position - Beginning of Year
				9,732,425
				Net Position - End of Year
				\$ 12,851,762

See accompanying notes to financial statements.

**Reach Cyber Charter School
Balance Sheet-Governmental Fund
June 30, 2020**

	General Fund
Assets	
Cash and cash equivalents	\$ 15,842,838
Receivable from school districts, net of allowance	4,695,183
Federal subsidies receivable	90,858
State subsidies receivable	62,000
Prepaid expenses	55,823
Security deposit	8,917
Total assets	\$ 20,755,619
Liabilities	
Accounts payable and accrued expenses	\$ 373,341
Accrued salaries and benefits	4,108,514
Due to Connections Education, LLC	3,028,931
Due to school districts	602,754
Total liabilities	8,113,540
Fund Balances	
Nonspendable	64,740
Unassigned	12,577,339
Total fund balances	12,642,079
Total liabilities and fund balances	\$ 20,755,619

See accompanying notes to financial statements.

Reach Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds
To the Statement of Net Position
June 30, 2020

Total Fund Balance for Governmental Funds		\$ 12,642,079
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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	375,153	
Accumulated depreciation and amortization	<u>(165,470)</u>	
		<u>209,683</u>

Total Net Position of Governmental Activities		<u>\$ 12,851,762</u>
--	--	-----------------------------

See accompanying notes to financial statements.

Reach Cyber Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Fund
Year Ended June 30, 2020

	General Fund
Revenues	
Local educational agency assistance	\$ 53,260,917
Federal sources	1,714,638
State sources	66,310
Other revenues	211,271
Total revenues	55,253,136
Expenditures	
Instruction	38,184,003
Support services	13,737,431
Noninstructional services	153,141
Capital outlay	111,893
Total expenditures	52,186,468
Net Change In Fund Balance	3,066,668
Fund Balance - Beginning of Year	9,575,411
Fund Balance - End of Year	\$ 12,642,079

See accompanying notes to financial statements.

**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, 2020**

Net Change in Fund Balances - Total Governmental Funds	\$ 3,066,668
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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	(59,224)
Capital outlays	<u>111,893</u>
Change in Net Position of Governmental Activities	<u>\$ 3,119,337</u>

See accompanying notes to financial statements.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

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 expired on June 30, 2019. The School is going through the charter renewal process and expects to receive a new charter agreement. The School will continue to operate through the process.

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:

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

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.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

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.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

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 fiscal year only based on the number of full calendar months worked that fiscal 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 2019, 2018 and 2017 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, 2020, was \$15,842,838. The actual amount of cash on deposit in the School's bank accounts at June 30, 2020 was \$15,847,816. As of June 30, 2020, the School's bank balance was exposed to custodial credit risk as follows:

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

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 \$ 15,597,816

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, 2020 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of \$507,378.

Note 4 Capital Assets

Capital asset activity for the year ended June 30, 2020 was as follows:

	Balance, 7/1/19	Additions	Deletions	Balance, 6/30/20
Equipment and furniture	263,260	111,893	-	375,153
Less: accumulated depreciation	106,246	59,224	-	165,470
	\$ 157,014	\$ 52,669	\$ -	\$ 209,683

Depreciation expense was \$59,224 for the year ended June 30, 2020.

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 to lease a facility in Harrisburg, Pennsylvania under an operating lease agreement that expires August 31, 2022, plus two three-year renewal options. In addition to the basic rentals, the School is subject to additional costs including taxes, occupancy, and maintenance. Rent expense was \$411,400 for the year ended June 30, 2020.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

Note 6 Lease Commitment (Continued)

Future minimum lease payments are as follows as of June 30, 2020:

Year ended June 30,	
2021	\$ 467,857
2022	481,893
2023	80,707
	\$ 1,030,457

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, 2020 totaled \$934,896.

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, 2020 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 commenced on July 1, 2020 and expires on the earlier of five years or the expiration of the renewal charter.

Reach Cyber Charter School
Notes to Financial Statements
June 30, 2020

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 \$21,537,566 for the year ended June 30, 2020.

Required Supplementary Information

**Reach Cyber Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2020**

	<u>Budgeted Amounts</u>		Actual	Variance With Budget
	Original	Final	Revenues/ Expenditures	
Revenues				
Local educational agency assistance	\$ 54,781,728	\$ 54,781,728	\$ 53,260,917	\$ (1,520,811)
Federal sources	1,752,427	1,752,427	1,714,638	(37,789)
State sources	-	-	66,310	66,310
Other revenues	21,000	21,000	211,271	190,271
Total revenues	<u>56,555,155</u>	<u>56,555,155</u>	<u>55,253,136</u>	<u>(1,302,019)</u>
Expenditures				
Instruction	43,197,548	43,197,548	38,184,003	5,013,545
Support services	12,401,707	12,401,707	13,737,431	(1,335,724)
Noninstructional services	368,315	368,315	153,141	215,174
Capital outlay	382,120	382,120	111,893	270,227
Total expenditures	<u>56,349,690</u>	<u>56,349,690</u>	<u>52,186,468</u>	<u>4,163,222</u>
Net Change in Fund Balance	205,465	205,465	3,066,668	2,861,203
Fund Balance, Beginning	<u>9,575,411</u>	<u>9,575,411</u>	<u>9,575,411</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 9,780,876</u>	<u>\$ 9,780,876</u>	<u>\$ 12,642,079</u>	<u>\$ 2,861,203</u>

See accompanying notes to financial statements.

Other Reports Required By Government Auditing Standards



**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, 2020 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated February 10, 2021.

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 statements, 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.

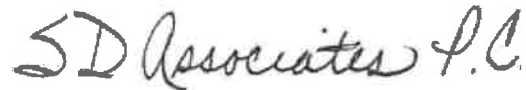
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not 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

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.



Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2021

Single Audit Requirements

**Reach Cyber Charter School
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020**

Federal Grantor/ Pass-Through Grantor	Federal CFDA Number	Pass- Through Grantor's Number	Grant Period	Program or Award	Accrued (Deferred) Revenue 7/1/2019	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2020
U.S. Department of Education									
Pass-Through PA Department of Education									
Title I - Improving Basic Programs	84.010	013-201150	7/1/19-9/30/20	\$ 887,058	\$ -	\$ 887,144	\$ 887,058	\$ 887,058	\$ (86)
Title I - Improving Basic Programs	84.010	013-191150	7/1/18-9/30/19	901,962	269,885	269,885	-	-	-
Title I - Program Improvement Set Aside	84.010	042-191150	8/12/19-9/30/20	77,665	-	77,665	77,665	77,665	-
					269,885	1,234,694	964,723	964,723	(86)
Title II - Improving Teacher Quality	84.367	020-201150	7/1/19-9/30/20	123,271	-	96,414	96,414	96,414	-
Title II - Improving Teacher Quality	84.367	020-191150	7/1/18-9/30/19	103,664	33,535	33,535	-	-	-
					33,535	129,949	96,414	96,414	-
Title IV - Student Support and Academic Enrichment	84.424	144-201150	7/1/19-9/30/20	67,506	-	63,005	67,506	67,506	4,501
Title IV - Student Support and Academic Enrichment	84.424	144-191150	7/1/18-9/30/19	44,925	2,990	5,990	3,000	3,000	-
					2,990	68,995	70,506	70,506	4,501
Pass-Through Capital Area Intermediate Unit									
Title III - Language Instruction	84.365	N/A	7/1/19-6/30/20	1,680	-	-	1,680	1,680	1,680
Individuals with Disabilities Education									
Act Part B	84.027	N/A	7/1/19-6/30/20	579,815	350,459	845,511	579,815	579,815	84,763
Individuals with Disabilities Education									
Act Preschool	84.173	N/A	7/1/18-6/30/19	1,500	260	1,760	1,500	1,500	-
Total Special Education Cluster					350,719	847,271	581,315	581,315	84,763
Total U.S. Department of Education					\$ 657,129	\$ 2,280,909	\$ 1,714,638	\$ 1,714,638	\$ 90,858

See notes to schedule of expenditures of federal awards.

Reach Cyber Charter School
Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020

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, 2020. 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.

**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, 2020. 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 express 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 reasonable 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, 2020.

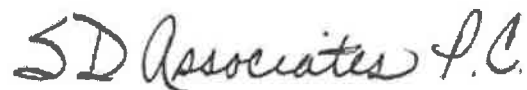
Report on Internal Control Over Compliance

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.



Certified Public Accountants
Elkins Park, Pennsylvania

February 10, 2021

**Reach Cyber Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2020**

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.