REACH CYBER CHARTER SCHOOL

Reach Cyber Charter School
BOARD MEETING

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

Date and Time:
Wednesday, September 21, 2022 at 9:00 a.m.

Meeting Location:
750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference
https://reach-connectionsacademy-
org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09

Meeting ID: 266 655 2472
Passcode: QWMw5V

Phone +1 301 715 8592 US
Meeting ID: 266 655 2472 **Passcode:** 250287

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

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

AGENDA

I.   Call to Order and Roll Call – D. Taylor

II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item

on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting. The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

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

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

IV.   Oral Reports
      a. CEO's Report (MSR attached) – J. Swan
           i. Enrollment Update
           ii. Back to School Activities
           iii. Staffing Update – M. Garman
      b. Financial Report (to follow) – K. Yeselavage

V.   Consent Items
      a. Approval of Minutes from the August 31, 2022 Board Meeting (attached)
      b. Approval of Staffing Report (attached)
      c. Approval of Pearson Invoice(s) for July and August (attached)
      d. Approval of Federal Title Funding Documentation for the 2022-2023 School Year: Parent and Family Engagement Policy Updates (attached)
      e. Approval of Revisions to the 2022-2023 School Year School Handbook Supplement: Revision to Graduation and Diploma Requirements (attached)
      f. Approval of WeatherSTEM Quote (attached)
      g. Approval of MOU with Made Jr Fashion Club (attached)
      h. Approval of MOU with The Women in Forensics (attached)

VI.   Action Items
      a. Approval of Offering Dual Enrollment Program and the Reach Cyber Charter School Dual Enrollment Agreement for the 2022-2023 School Year (attached) – J. Swan/JD Smith
      b. Approval of Dual Enrollment Supporting MOUs – J. Swan/JD Smith
           i. Harrisburg Area Community College MOU (attached)
           ii. Messiah University MOU (attached)
           iii. Bucks County Community College MOU (attached)
      c. Consideration and Approval of Wellness Package (attached) – R. Graver
      d. Approval of Vehicle Driver Policy (attached) – J. Swan/A. Gribbin

VII. Information Items
   a. School Success Partner (SSP) Update – L. Johnson
   b. Academic Success Partner (ASP) Update – M. Brown
      i. Teacher Professional Development Products and Services for the 2022-2023 School Year (attached)

VIII. Strategic Planning
   a. Strategic Retreat Planning for the 2022-2023 School Year – J. Swan
   b. Summer Industry Based Learning Highlights – JD Smith
   c. Approval of MOUs
      i. Approval of MOU with Fabric 1-9-6-8 (attached) – JD Smith

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

X. Adjournment and Confirmation of Next Meeting – Wednesday, October 19, 2022 at 9:00 a.m.

MONTHLY SCHOOL REPORT
School & Date Selection

School	Report Date
Reach Cyber Charter School ⌄	August 31, 2022 ⌄

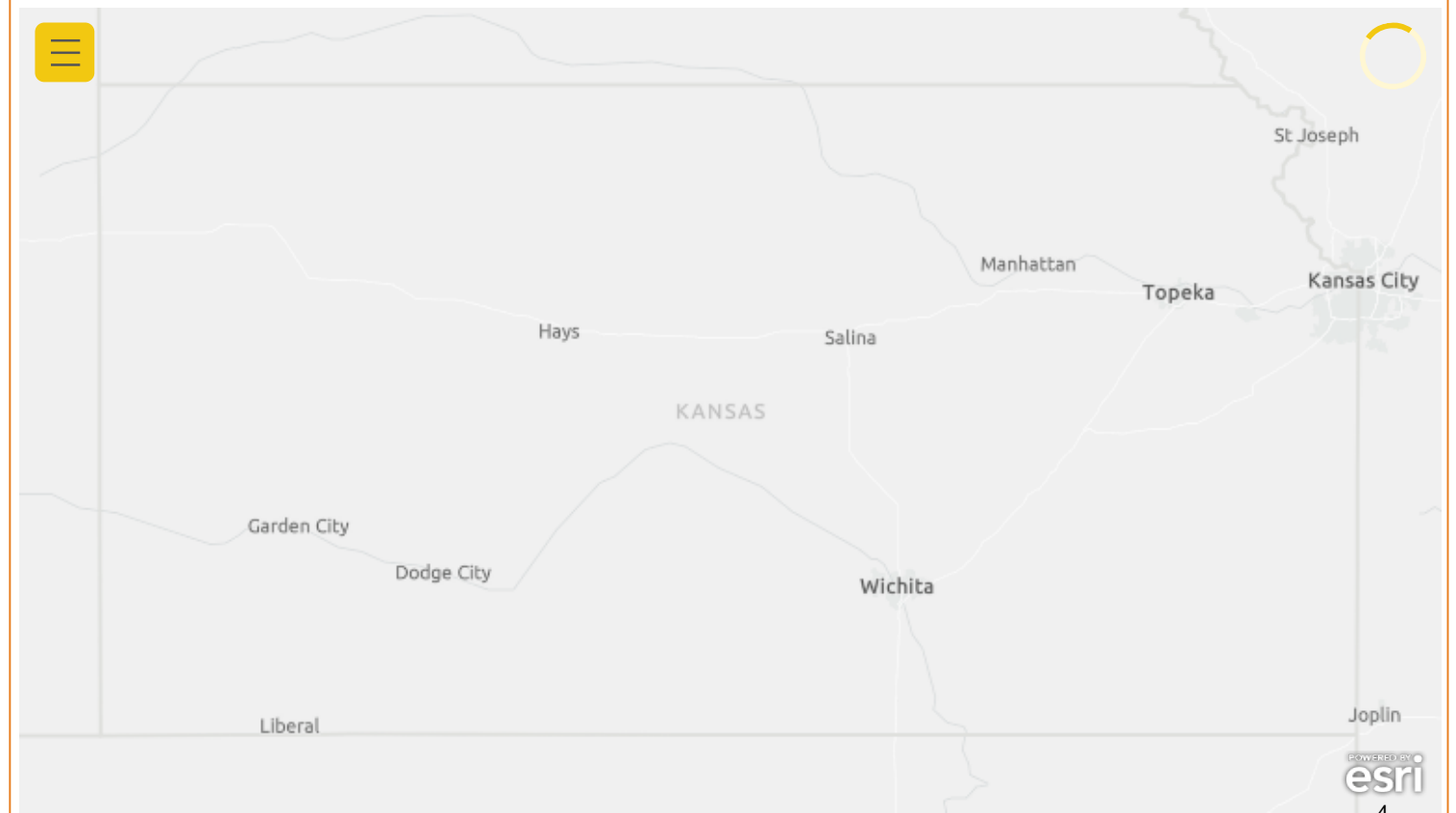### Currently Enrolled

6775

Total YTD Enrolled

6843

Enrollment Services Complete (Stage 4)

7421

Enrolled Students by County
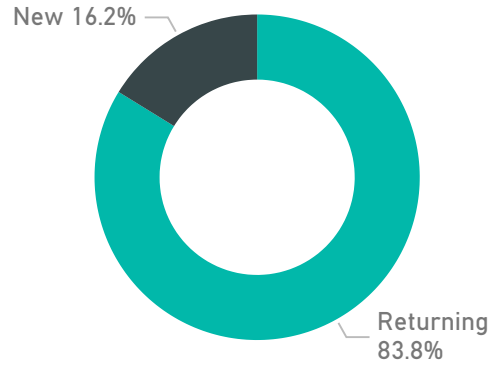
Reach Cyber Charter School
August 31, 2022

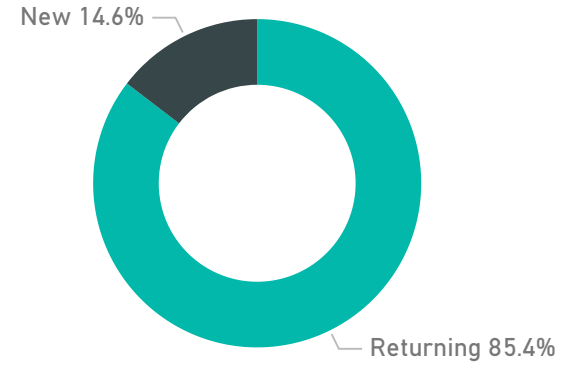**Current Enrollment Month-Over-Month Change**
N/A

Current Enrollment Year-Over-Year Change
5%

New and Returning

New 16.2%
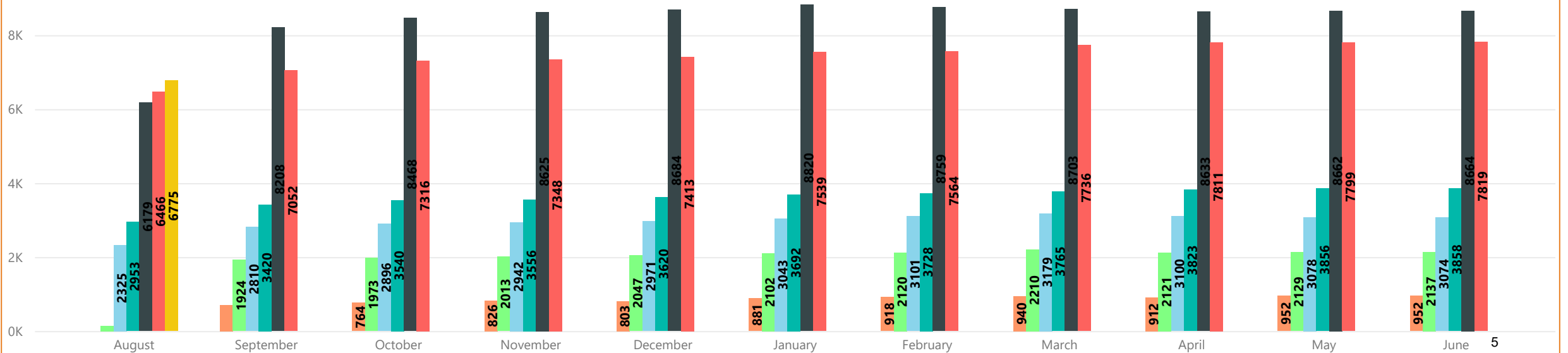
Returning 83.8%

New and Returning Prior Year

New 14.6%

Returning 85.4%

Monthly Student Current Enrollment Comparison

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023

August: 2325, 2953, 6179, 6466, 6775
September: 1924, 2810, 3420, 8208, 7052
October: 764, 1973, 2896, 3540, 8468, 7316
November: 826, 2013, 2942, 3556, 8625, 7348
December: 803, 2047, 2971, 3620, 8684, 7413
January: 881, 2102, 3043, 3692, 8820, 7539
February: 918, 2120, 3101, 3728, 8759, 7564
March: 940, 2210, 3179, 3765, 8703, 7736
April: 912, 2121, 3100, 3823, 8633, 7811
May: 952, 2129, 3078, 3856, 8662, 7799
June: 952, 2137, 3074, 3858, 8664, 7819

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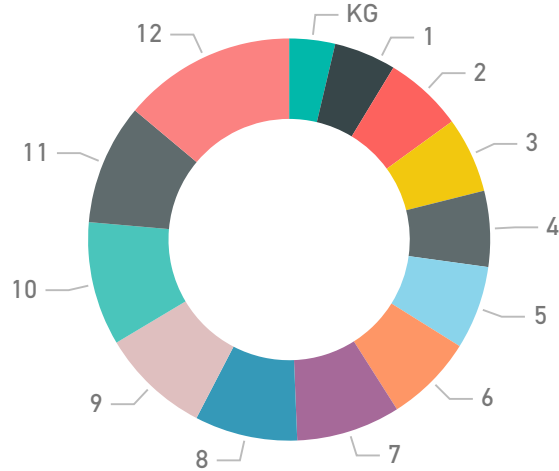
Enrolled Students Prior Year by Final Grade
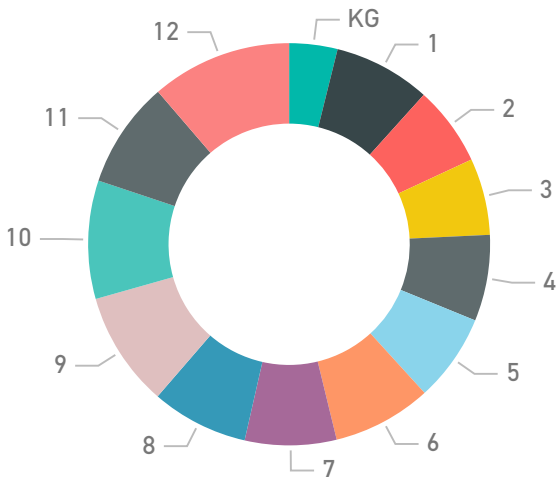
Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear Students	%CT Students	PriorEOY Students	%CT Students	CurrentMonth Students	%CT Students
PK-2	**1169**	**18%**	**1424**	**18%**	**1017**	**15%**
KG	251	4%	423	5%	250	4%
1	504	8%	529	7%	338	5%
2	414	6%	472	6%	429	6%
3-5	**1303**	**20%**	**1499**	**19%**	**1279**	**19%**
3	399	6%	454	6%	412	6%
4	448	7%	504	6%	413	6%
5	456	7%	541	7%	454	7%
6-8	**1495**	**23%**	**1899**	**24%**	**1608**	**24%**
6	515	8%	634	8%	481	7%
7	476	7%	613	8%	567	8%
8	504	8%	652	8%	560	8%
9-12	**2499**	**39%**	**2997**	**38%**	**2871**	**42%**
9	599	9%	137	2%	597	9%
10	615	10%	719	9%	674	10%
11	554	9%	756	10%	658	10%
12	731	11%	1385	18%	942	14%
Total	**6466**	**100%**	**7819**	**100%**	**6775**	**100%**

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Reach Cyber Charter School
August 31, 2022

Total YTD Enrollment by Withdrawal Category

Withdrawal During School Year 0.5%

Enrolled, Not Grad 99.1%
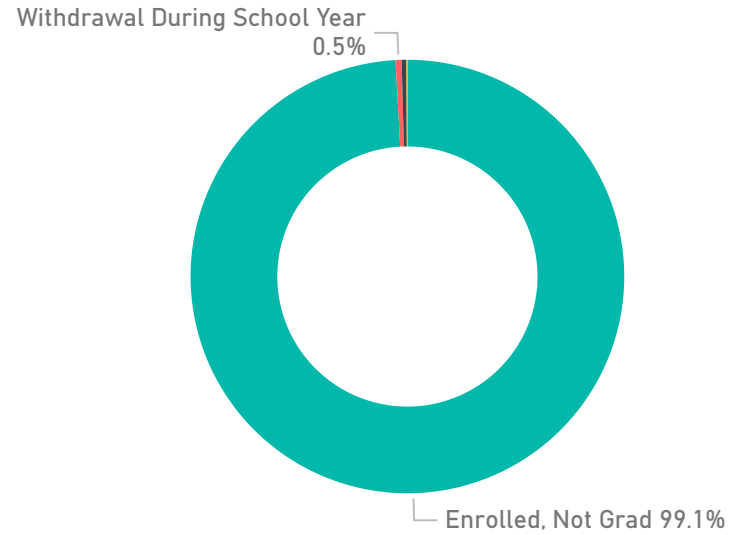
Total YTD Enrollment Prior Year by Withdrawal Category
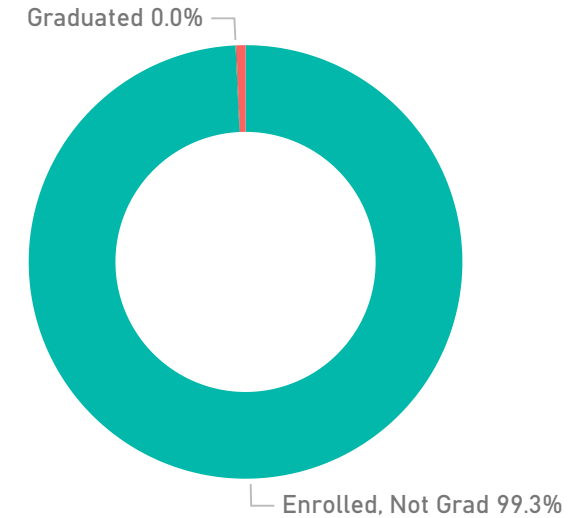
Graduated 0.0%

Enrolled, Not Grad 99.3%

Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	6472	99%	7819	82%	6783	99%
Graduated	1	0%	171	2%	5	0%
Prior To Engagement	3	0%	235	2%	24	0%
Withdrawal During School Year	44	1%	1298	14%	31	0%
Total	**6520**	**100%**	**9523**	**100%**	**6843**	**100%**

Enrollment Services Complete (Stage 4)
7421

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	CurrentMonth
		27	
Another Reason	3	45	
Deceased		4	
Different/Better Schooling Option (Not related to socialization)	16	550	16
Generally dissatisfied with curriculum/course options		5	
Inactivity		152	
No longer able to provide a Learning Coach	4	45	1
No Reason Given		13	
Program not flexible enough	1	6	2
Program takes too much of Learning Coach's time	3	37	
Program takes too much of student's time		6	
Pursuing GED		23	
Student wants more socialization	13	156	6
Technical Difficulties		3	2
The curriculum is too hard		23	1
Transition to virtual school too difficult		26	
Unhappy with the school		2	
We are moving	3	146	2
We have chosen to home school	1	29	1
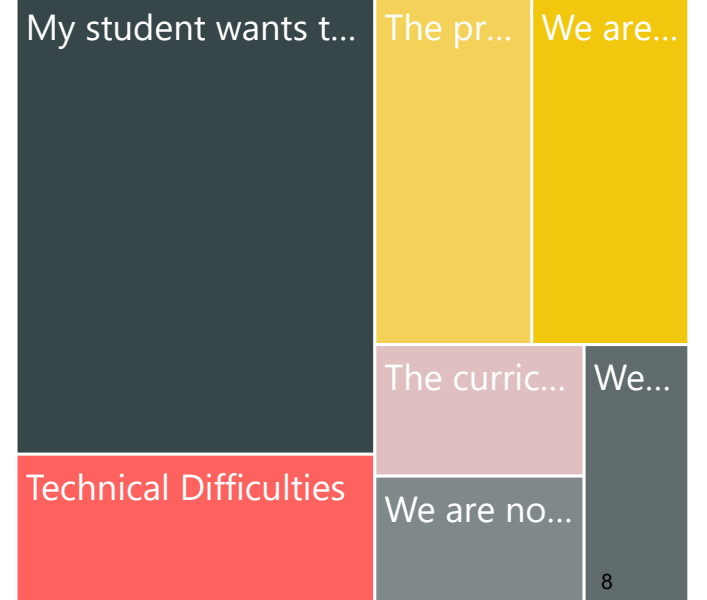
Reach Cyber Charter School
August 31, 2022

Household Data

Household Data	SameMonthPriorYear	PriorEOY	CurrentMonth
Active	4673	5622	4939
Graduated	1	172	5
Not Returning		0	
WD During School Year	39	1020	23
WD Prior To Engagement	3	198	20

Students Per Active Household

SameMonthPriorYear	PriorEOY	CurrentMonth
1.38	1.39	1.37

Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023

9
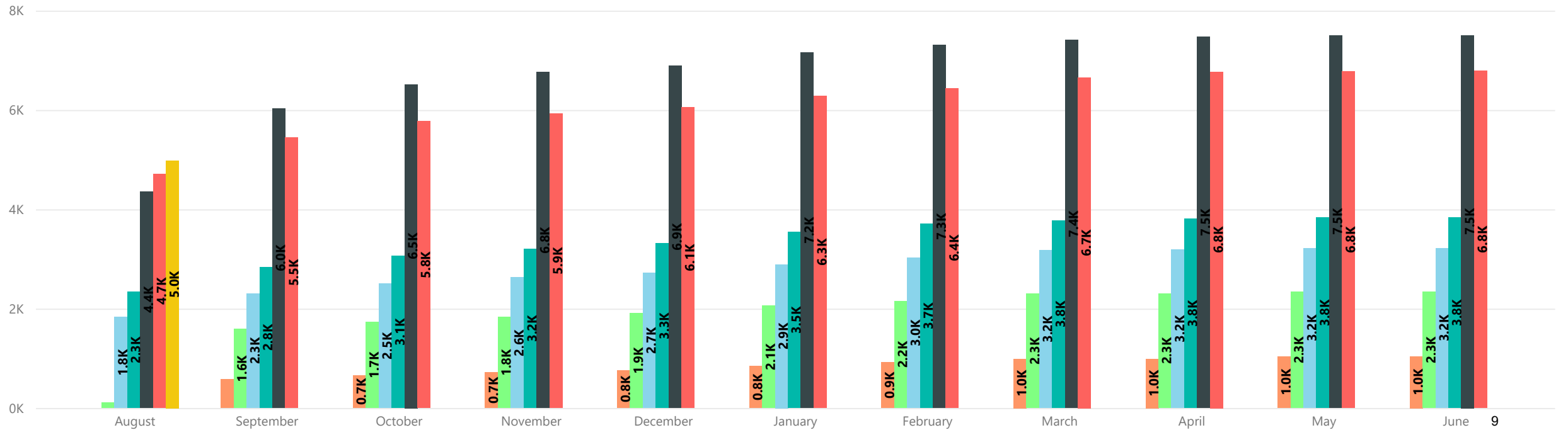
Reach Cyber Charter School
August 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
Hispanic or Latino	965	1161	1023
Not Hispanic or Latino	5499	6656	5751

Race

Race	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	230	288	274
Asian	139	157	146
Black/African American	2121	2689	2363
Native Hawaiian or Other Pacific Islander	91	125	103
White	4604	5395	4646

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	CurrentMonth
American Indian or Alaskan Native	29	40	40
Asian	59	63	56
Black/African American	1386	1824	1597
Hispanic or Latino	965	1161	1023
Multiple Races	510	591	532
Native Hawaiian or Other Pacific Islander	4	7	8
Not Indicated	2	2	1
White	3511	4131	3518

Enrolled Students by Ethnicity

Hispanic or Latino 15.1%
0.0%
Not Hispanic or Latino 84.9%
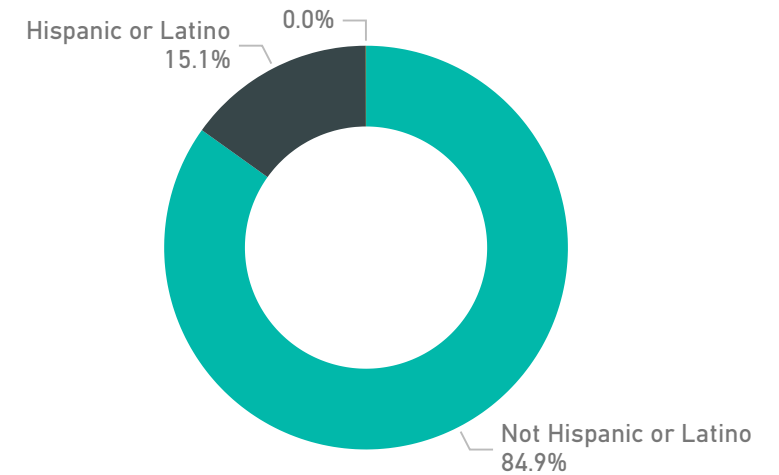
Enrolled Students by Distinct Race/Ethnicity
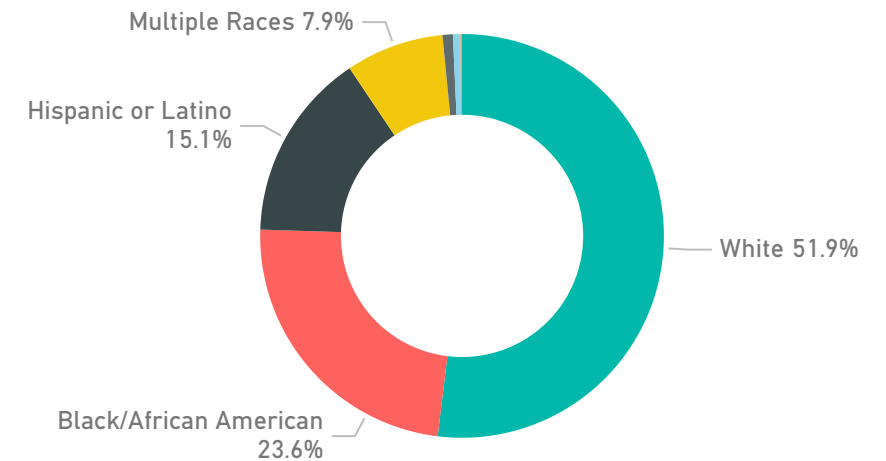
Multiple Races 7.9%
Hispanic or Latino 15.1%
White 51.9%
Black/African American 23.6%

Gender

Gender	SameMonthPriorYear	PriorEOY	CurrentMonth
	1	2	1
F	3246	3945	3415
M	3219	3870	3358
X		2	1

Primary Language

Home Language	SameMonthPriorYear	PriorEOY	CurrentMonth
English	1015	1223	1045
Spanish	347	423	373
Russian	11	7	6
Arabic	29	38	34
Urdu	8	9	8
Another Language	162	177	131
No Language Reported	4894	5942	5178

Enrolled Students by Gender

X 0.0% — 0.0%
M 49.6%
F 50.4%
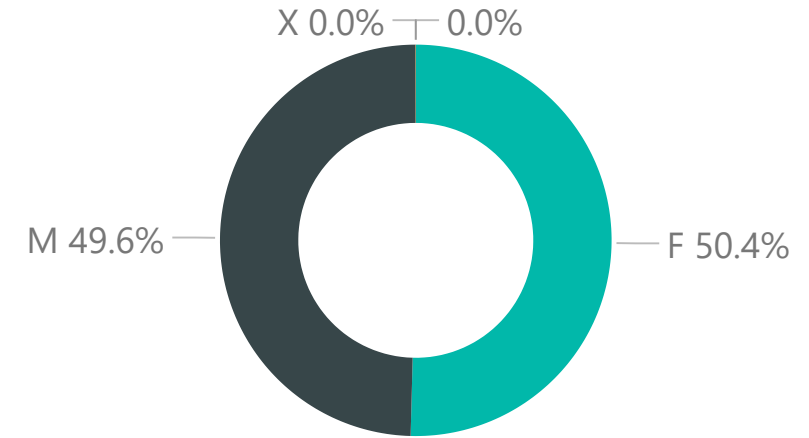
Enrolled Students by Language

English 15.4%
Spanish 5.5%
Arabic 0.5%
No Language Reported 76.4%

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Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	CurrentMonth
Charter School (Public)	463	675	515
Home School	293	327	265
No Prior School	698	663	533
Online (Virtual) Public School	600	752	564
Private/Parochial School	512	547	390
Public School	3404	4367	3186
Prior Schooling Not Reported	496	488	1322
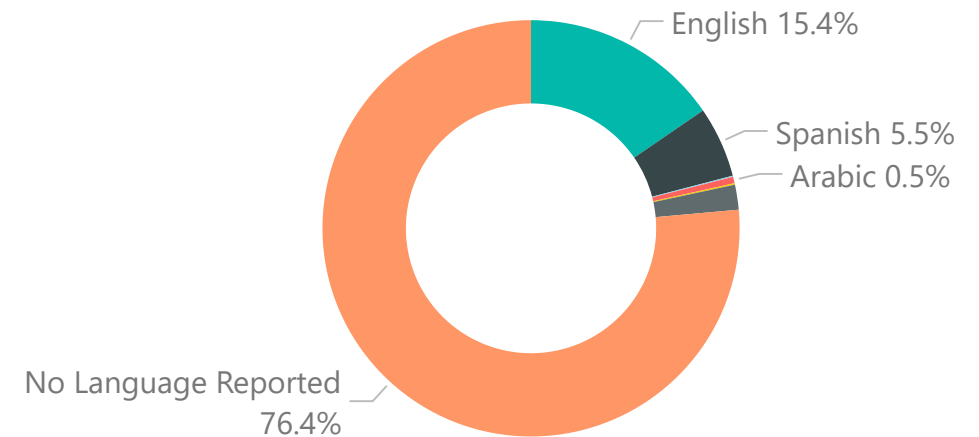
Prior Schooling
August 31, 2022
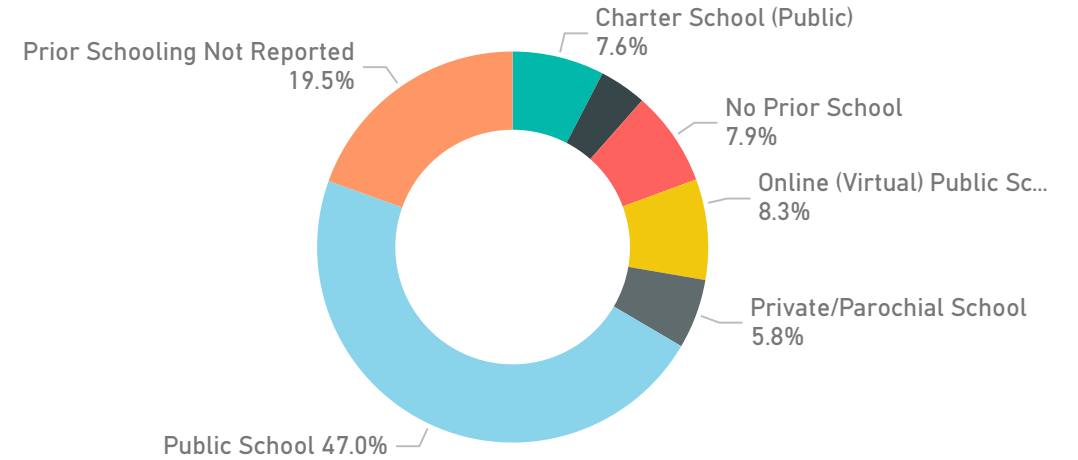
Prior Schooling Not Reported 19.5%
Charter School (Public) 7.6%
No Prior School 7.9%
Online (Virtual) Public Sc... 8.3%
Private/Parochial School 5.8%
Public School 47.0%
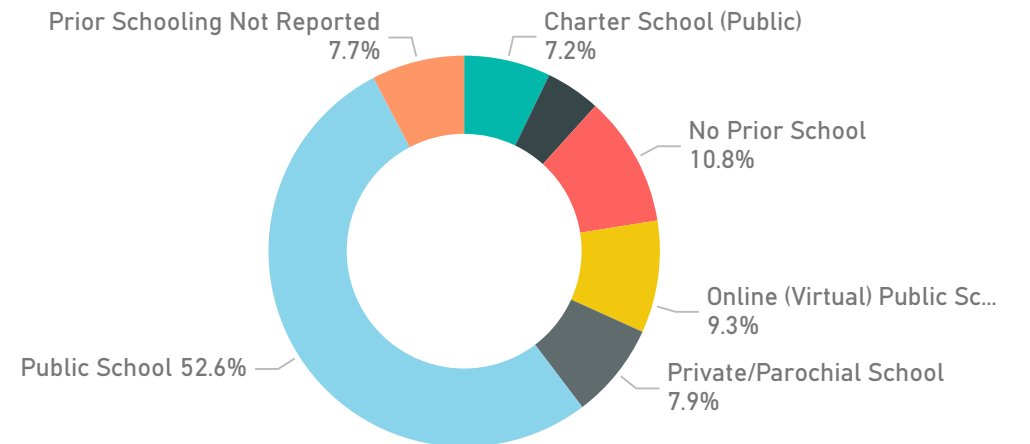
Prior Schooling
August 31, 2021

Prior Schooling Not Reported 7.7%
Charter School (Public) 7.2%
No Prior School 10.8%
Online (Virtual) Public Sc... 9.3%
Private/Parochial School 7.9%
Public School 52.6%

12

FARM Eligibility
August 31, 2022

- Applied-Does not qualify 12.1%
- Family Reported-Doe... 10.3%
- Refused to report 41.0%
- Qualifies for free 30.8%
- Qualifies for reduced 5.8%

FARM Eligibility
August 31, 2021

- 0.1%
- Applied-Does not qualify 13.8%
- Family Reported-Do... 11.4%
- Refused to report 41.6%
- Qualifies for free 27.0%
- Qualifies for reduced 6.2%
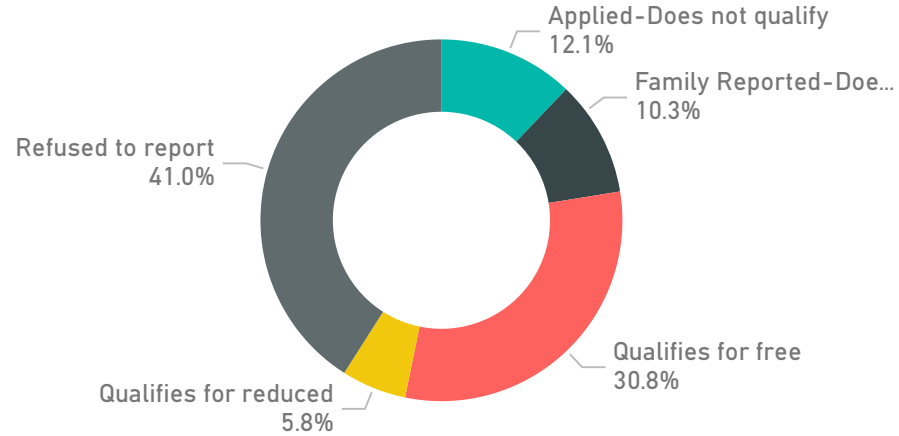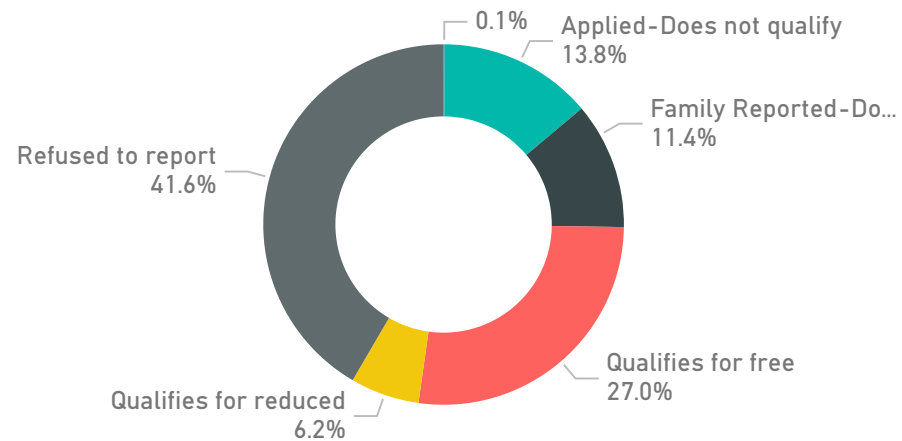
Disability

Disability	SameMonthPriorYear	PriorEOY	CurrentMonth
Autism	167	214	187
Cognitive Disability	70	106	108
Developmentally Delayed	4		7
Emotionally Impaired	110	151	127
Hearing Impaired	8	6	6
Multiple Disabilities	2	2	5
Other	5	5	5
Other Health Impaired	262	384	323
Physical Disability	1	1	
Specific Learning Disability	546	738	630
Speech/Language Impaired	143	216	177
Traumatic Brain Injury	1	3	2
Visually Impaired	3	4	3

Specific Learning Disability | Other Health Impaired | Speech/La... | Emotio...

Autism | Cognitive Disabi...

13
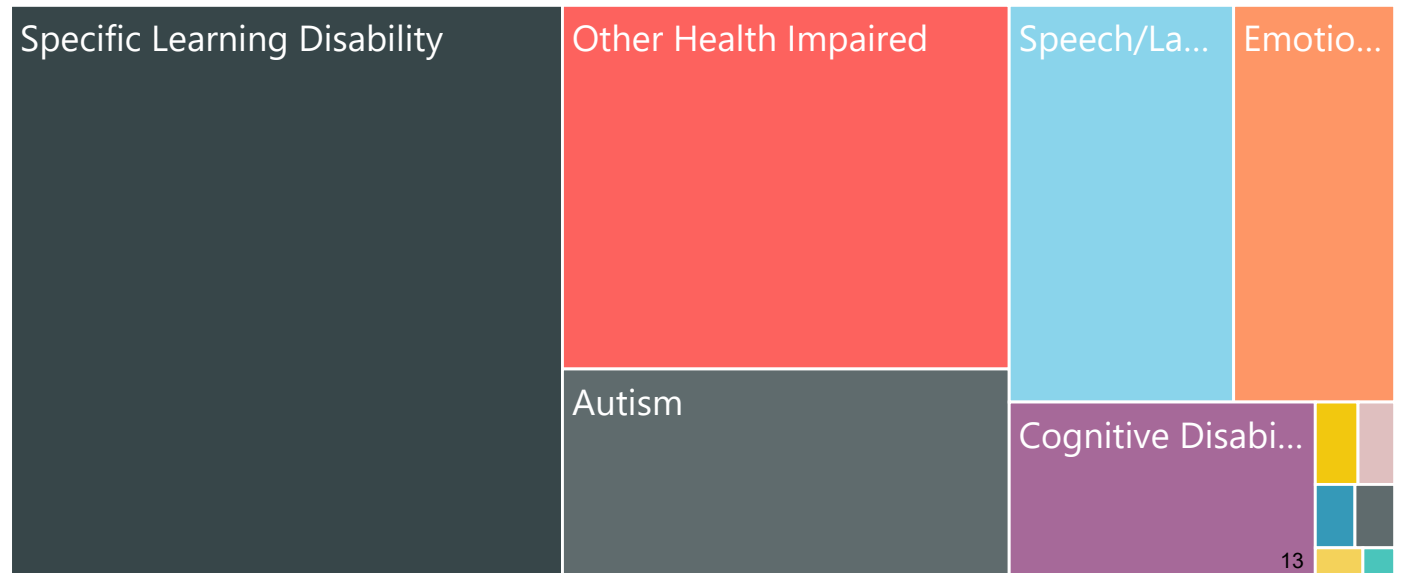
Reach Cyber Charter School
August 31, 2022

Gifted

Category	Value
SameMonthPriorYear	126
PriorEOY	135
CurrentMonth	80

Plan504

Category	Value
SameMonthPriorYear	232
PriorEOY	333
CurrentMonth	262

IEP

Category	Value
SameMonthPriorYear	1.3K
PriorEOY	1.8K
CurrentMonth	1.6K
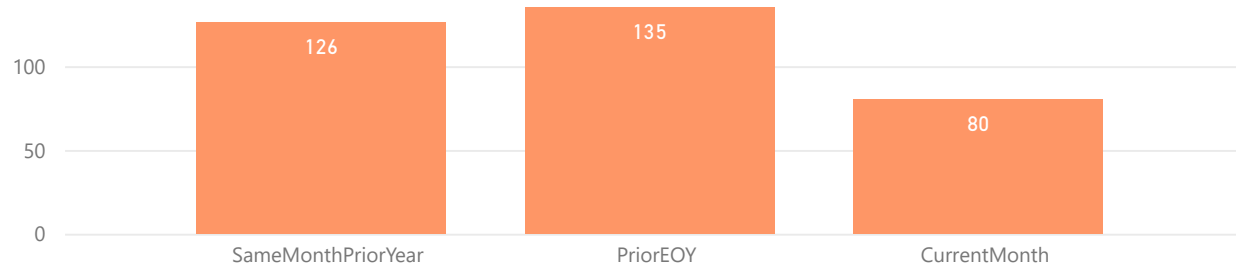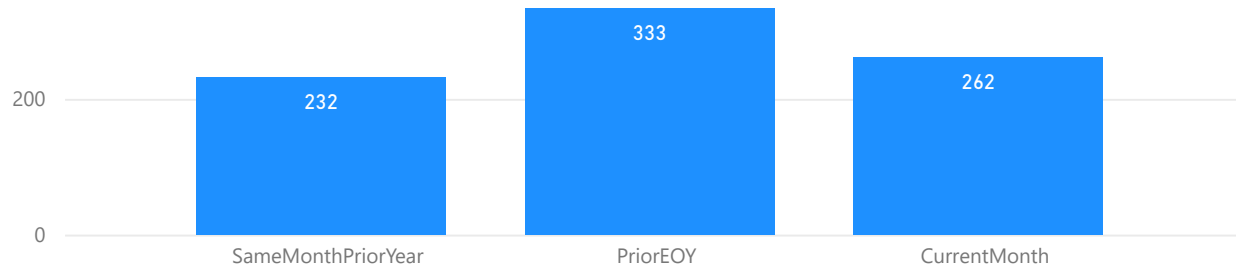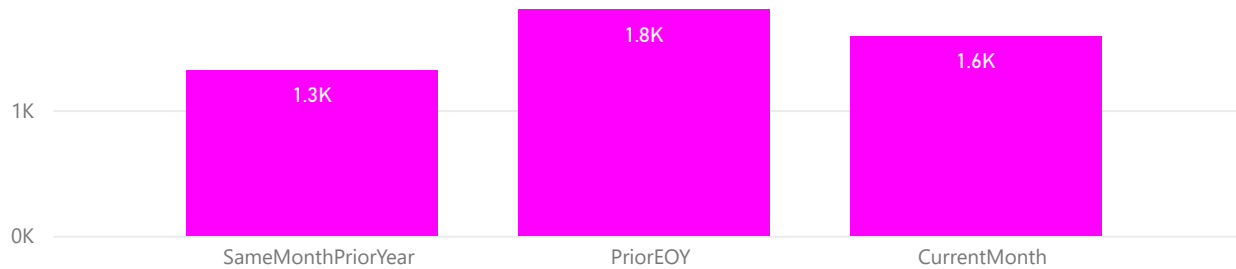
Currently Enrolled

6775

Gifted

1%

Plan504

4%

IEP

23%

Not in Special Population

72%

Reach Cyber Charter School
August 31, 2022

Contacts Per Week
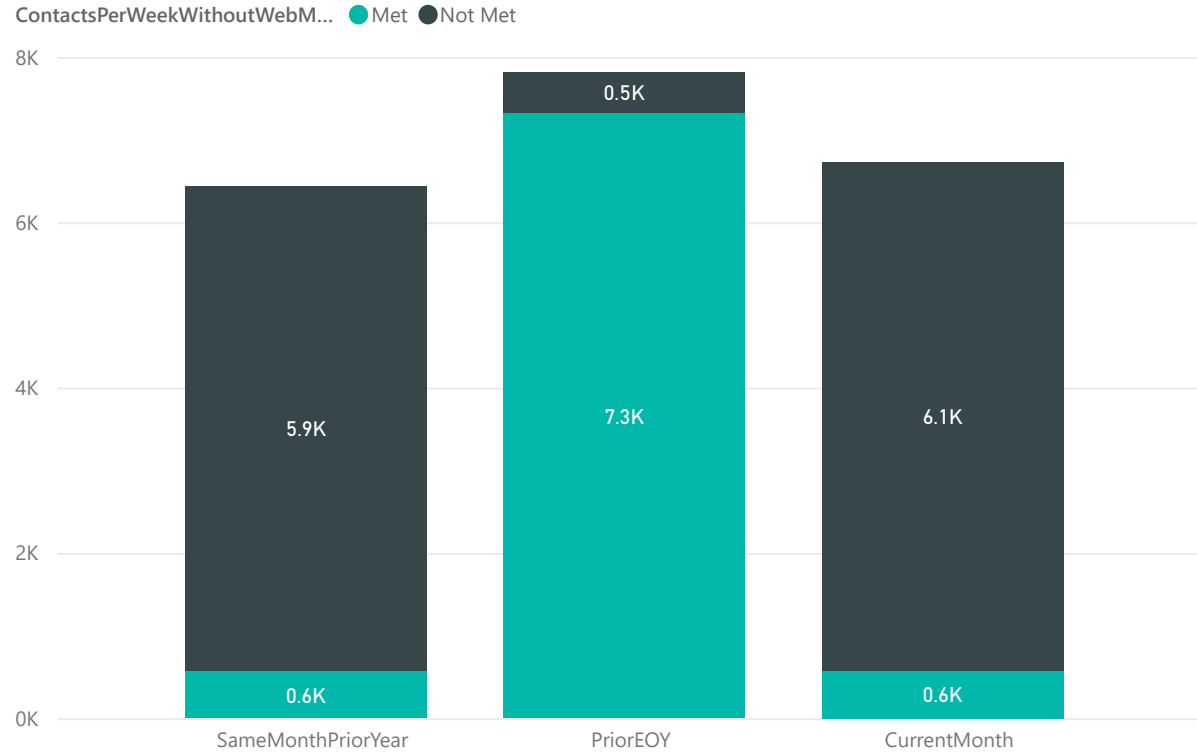
ContactsPerWeekWithoutWebM... ● Met ● Not Met

5.9K	7.3K	6.1K
0.6K	0.5K (top)	0.6K
SameMonthPriorYear	PriorEOY	CurrentMonth

School Year: 2022-2023

AttendanceStatusAutomated ● On Track

August — 6.8K

School Year: 2021-2022

AttendanceStatusAutomated ● On Track

August — 6.5K

Currently Enrolled

6775

15
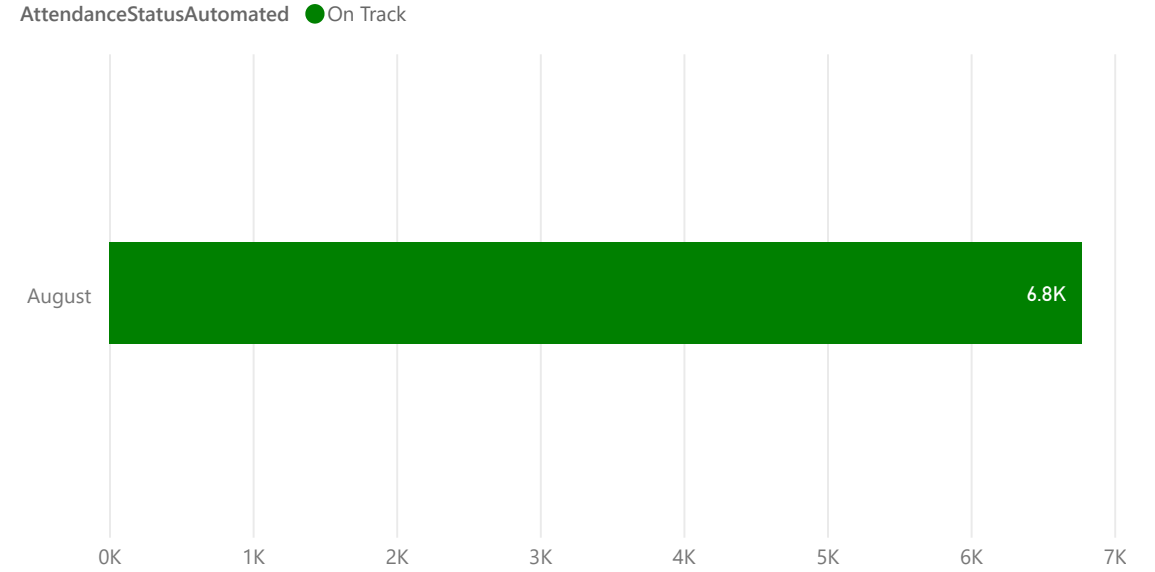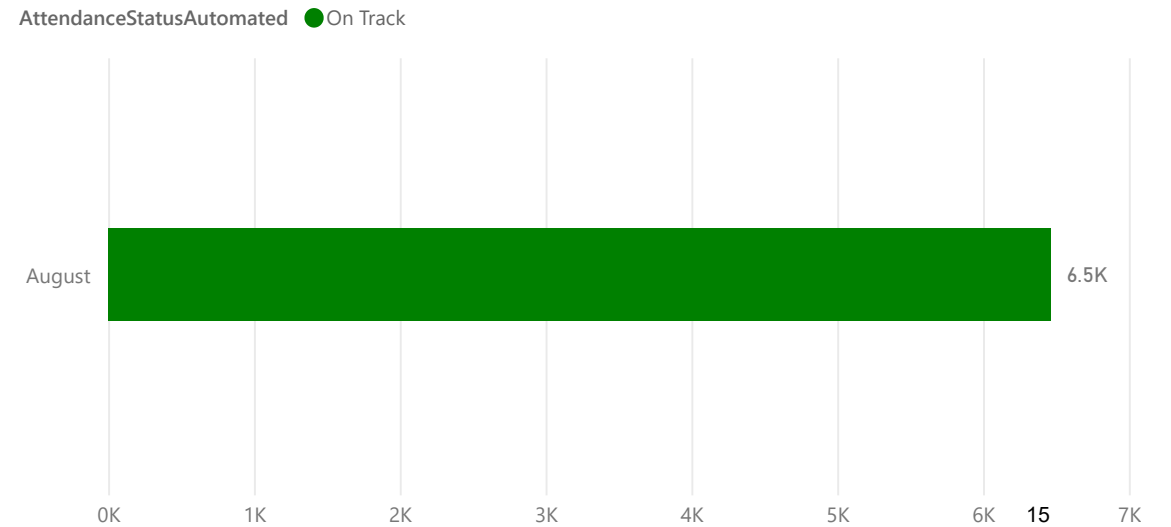
Reach Cyber Charter School
August 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	87%	93%	100%
3-5	87%	97%	100%
6-8	86%	97%	94%
9-12	82%	99%	100%
Total	**85%**	**97%**	**99%**

Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	78%	77%
3-5	74%	79%
6-8	65%	62%
9-12	55%	59%
Total	**62%**	**63%**

Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	CurrentMonth
PK-2	100%	101%	100%
3-5	100%	101%	100%
6-8	100%	101%	100%
9-12	100%	96%	100%
Total	**100%**	**99%**	**100%**

Average Total Participation

schoolYear: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023

Average Total Performance

schoolYear: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023

Average Total Attendance

schoolYear: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023

16
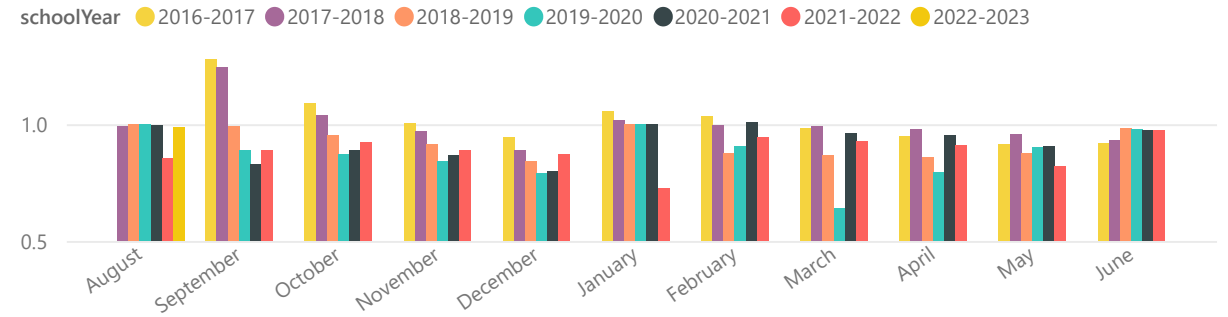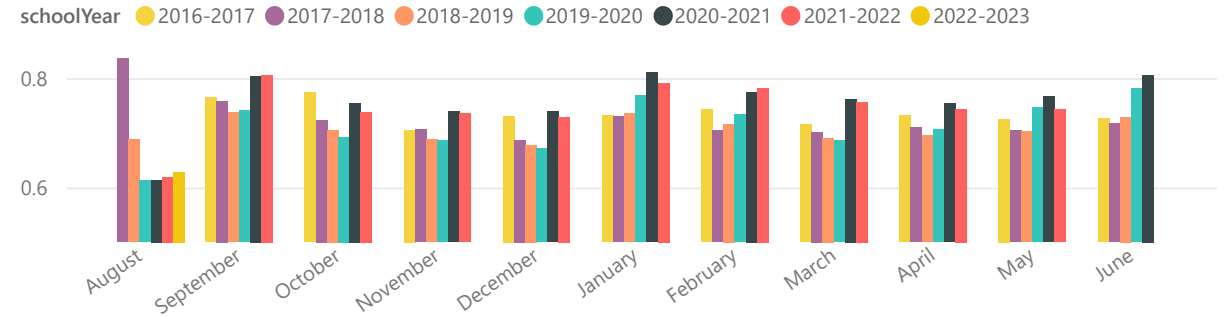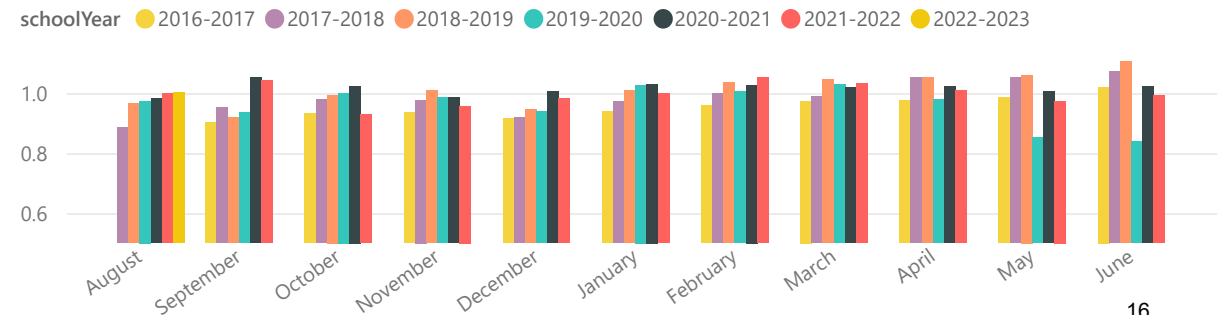
Currently Enrolled	Total YTD Enrolled
6775	6843

Enrollment Services Complete (Stage 4)
7421

Reach Cyber Charter School
August 31, 2022

Current Enrollment Month-Over-Month Change
N/A

Current Enrollment Year-Over-Year Change
5%

Monthly Student Current Enrollment Comparison

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

Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	6472	99%	6783	99%
Graduated	1	0%	5	0%
Prior To Engagement	3	0%	24	0%
Withdrawal During School Year	44	1%	31	0%
Total	**6520**	**100%**	**6843**	**100%**

New & Returning

ReportPeriod	SameMonthPriorYear		CurrentMonth	
New or Returning	Students	%CT Students	Students	%CT Students
New	944	14.60%	1099	16.22%
Returning	5522	85.40%	5676	83.78%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	4673	4939
Graduated	1	5
WD During School Year	39	23
WD Prior To Engagement	3	20

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.38	1.37

Grade Distribution

ReportPeriod	SameMonthPriorYear		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students
PK-2	**1169**	**18%**	**1017**	**15%**
KG	251	4%	250	4%
1	504	8%	338	5%
2	414	6%	429	6%
3-5	**1303**	**20%**	**1279**	**19%**
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5	456	7%	454	7%
6-8	**1495**	**23%**	**1608**	**24%**
6	515	8%	481	7%
7	476	7%	567	8%
8	504	8%	560	8%
9-12	**2499**	**39%**	**2871**	**42%**
9	599	9%	597	9%
10	615	10%	674	10%
11	554	9%	658	10%
12	731	11%	942	14%
Total	**6466**	**100%**	**6775**	**100%**

Withdrawal Reason

Withdrawal Reason ▲	SameMont
Enrollment was intended to be short term and is no longer needed for my student.	
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.	
Technical Difficulties	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program/schedule is not flexible enough.	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We have chosen to home school.	

Gender

Gender	SameMonthPriorYear	CurrentMonth
	1	1
F	3246	3415
M	3219	3358
X		1

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1015	1045
Spanish	347	373
Russian	11	6
Arabic	29	34
Urdu	8	8
Another Language	162	131
No Language Reported	4894	5178

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	167	187
Cognitive Disability	70	108
Developmentally Delayed	4	7
Emotionally Impaired	110	127
Hearing Impaired	8	6
Multiple Disabilities	2	5
Other	5	5
Other Health Impaired	262	323
Physical Disability	1	
Specific Learning Disability	546	630
Speech/Language Impaired	143	177
Traumatic Brain Injury	1	2

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	126	80

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	232	262

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	1314	1591

Gifted	Plan504
1%	4%

IEP	Not in Special Population
23%	72%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	965	1023
Not Hispanic or Latino	5499	5751

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	230	274
Asian	139	146
Black/African American	2121	2363
Native Hawaiian or Other Pacific Islander	91	103
White	4604	4646

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	711	637
Family Reported-Does not qualify	618	560
Qualifies for free	1331	1559
Qualifies for reduced	314	303
Refused to report	2166	2136

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	29	40
Asian	59	56
Black/African American	1386	1597
Hispanic or Latino	965	1023
Multiple Races	510	532
Native Hawaiian or Other Pacific Islander	4	8
Not Indicated	2	1
White	3511	3518

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	463	515
Home School	293	265
No Prior School	698	533
Online (Virtual) Public School	600	564
Private/Parochial School	512	390
Public School	3404	3186
Prior Schooling Not Reported	496	1322

18

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	576	581
Not Met	5863	6149

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	6466	6775

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	87%	100%
3-5	87%	100%
6-8	86%	94%
9-12	82%	100%
Total	**85%**	**99%**

Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	78%	77%
3-5	74%	79%
6-8	65%	62%
9-12	55%	59%
Total	**62%**	**63%**

Average Attendance

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

Average Total Participation
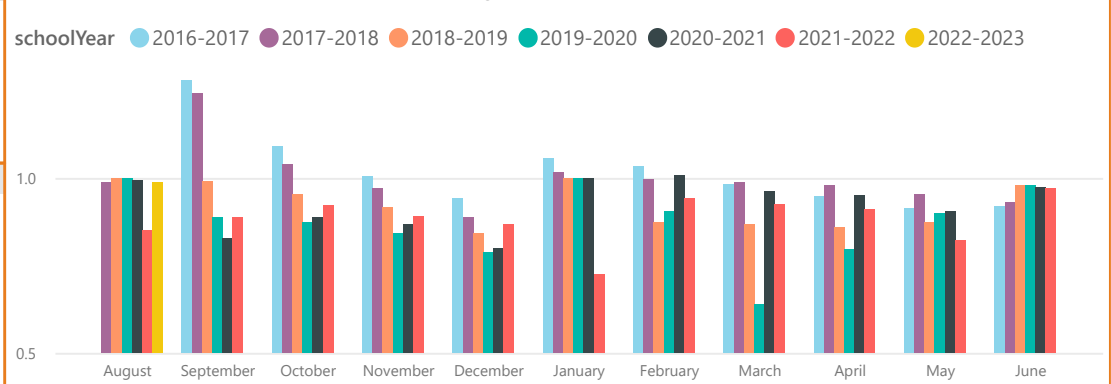
schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023

Average Total Performance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023

Average Total Attendance

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023

19
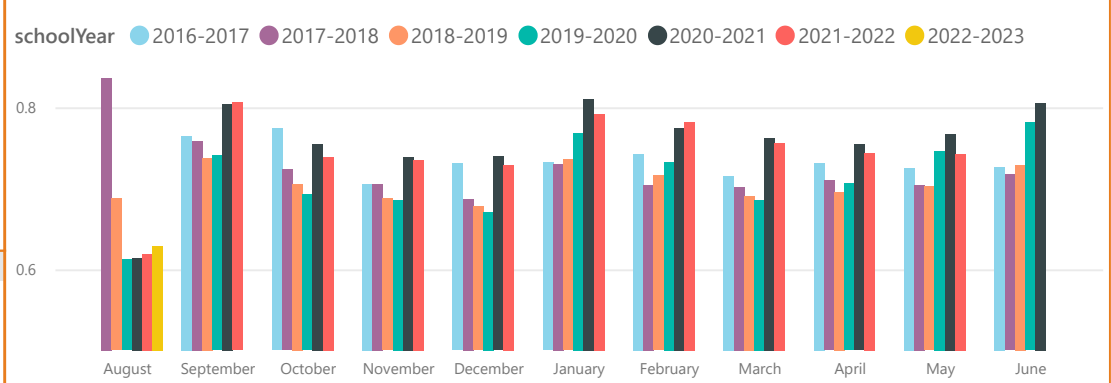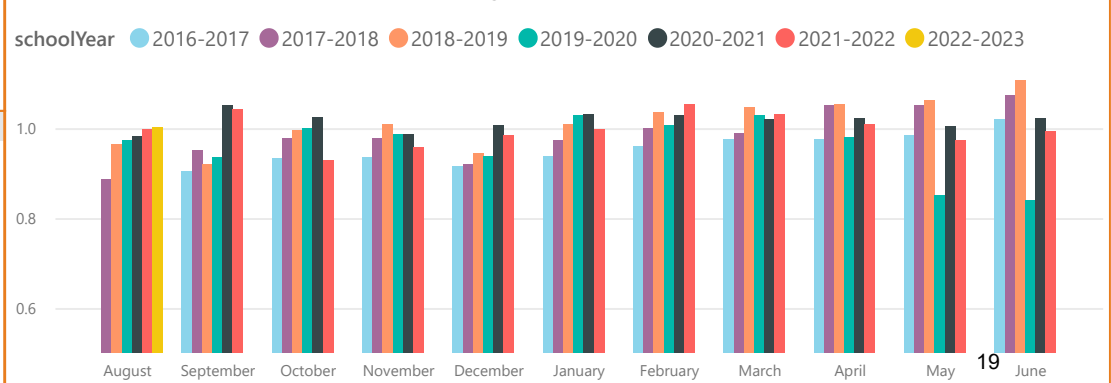
Reach Cyber Charter School
BOARD MEETING

Date and Time:
Wednesday, August 31, 2022 at 9:00 a.m.

Meeting Location:
750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference
https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09

Meeting ID: 266 655 2472
Passcode: QWMw5V

Phone +1 301 715 8592 US
Meeting ID: 266 655 2472 **Passcode:** 250287

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

Mr. Taylor called the meeting to order at 9:00 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Paul Donecker, and Dave Biondo (via phone and videoconference);

Board Members Absent: Gail Hawkins Bush

Guests: Jane Swan, School CEO, and Rachel Graver, LeeAnn Ritchie, Greg McCurdy, Corey Groff, Alicia Swope, Katherine Rutkowski, Scott Stuccio, JD Smith, Mike Garman, Dan Ladislaw, Devin Meza-Rushanan, Brandi Karpew, Kelley McConnell, Andy Gribbin, Scott Shedd, and Karen Yeselavage, School Staff (in person at the school); Danielle Johnson, Erin Wright, Kelley McConnell, School Staff; Pat Hennessey, Board Counsel; Laura Johnson, Melissa Brown, and Heather Woodward, Pearson Virtual Schools staff (via phone and videoconference).

II.   **Public Comment**

There were no public comments made at this time.

III. Audit Committee, Committee of the Entire Board

a. <u>Review and Acceptance of the 2020-2021 School Year Annual Financial Audit Report</u>

Ms. Yeselavage reviewed the audit report for the fiscal year 2020-2021, as included in the Board materials. She further highlighted key aspects of the report, and relayed to the Board that the audit firm indicated an unmodified opinion with no findings. Board members discussed the audit report, and expressed their satisfaction with the school and Pearson Virtual Schools for the results. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, the Audit Report for the fiscal year 2020- 2021, as presented, is hereby accepted.

The motion passed unanimously.

IV. Routine Business

a. <u>Approval of Agenda</u>

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. Ms. Swan requested the Board add an additional Executive Session – Pursuant to 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law. There being no changes further noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the August 31, 2022 Rescheduled Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

V. Oral Reports

a. <u>CEO's Report (MSR)</u>

Ms. Swan presented the Monthly School Report to the Board and discussed specific items of note within the document.

i. <u>Enrollment Update</u>

Ms. Swan reviewed the current enrollment numbers for the school, noting trends in enrollment.

Ms. Swan introduced a new senior team member to the Board, Ms. Karpew, Board and Legislative Liaison, to the Board. The Board welcomed Ms. Karpew.

ii. <u>Back to School Activities Update</u>

Ms. Swan presented this item to the Board. Ms. Swan advised of the staff start date and training and professional development that has taken place.

iii. Staffing Update

Mr. Garman reviewed current staffing levels with the Board highlighting the 775 current staff members and 85% of staff who are 10 month staff.

1. Employee Handbook Highlights

Mr. Garman presented this item to the Board, providing an overview of proposed policy changes from the previous Employee Handbook.

2. Records Management Restructure

Mr. Garman reviewed the proposed Records Management restructuring with the Board and detailed the changes that are being sought with the Board. The Board was supportive of the proposed restructure.

b. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

i. 2021-2022 SY Unaudited Financial Statements

Ms. Yeselavage reviewed the unaudited financial results from the previous school year with the Board, highlighting specific areas of interest in discussion with the Board.

VI. Consent Items

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

RESOLVED, the Consent Items:

a. Approval of Minutes from the June 15, 2022 Annual Board Meeting;
b. Approval of Minutes from the July 13, 2022 Special Board Meeting;
c. Approval of Staffing Report;
d. Approval of Pearson Invoice(s) for June;
e. Approval of PCPCS Invoice for 2022-2023 School Year;
f. Approval of H.B. McClure Ductless Split System Replacement;
g. Ratification of Employee Handbook Updates; and
h. Approval of Records Management Department Restructure Proposal; are hereby approved.

The motion passed unanimously.

VII. Action Items

a. <u>Approval of Architecture Vendor Contract</u>

Mr. Shedd, the school's Director of Technology, reviewed the proposed vendor contracts with the Board. Mr. Shedd reviewed the RFP process completed to date and proposal included in the Board materials from GDC for student technology. He reviewed several details within the proposal, and asked Board members for feedback.

Mr. Shedd then reviewed details of the proposed Approval of Architecture Vendor Contract. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval of Architecture Vendor Contract, as presented, are all hereby approved.

The motion passed unanimously.

b. <u>Approval of Brolly Proposal</u>

Mr. McCurdy, Director of Special Education, reviewed the Brolly Proposal included in the Board materials with the Board. The Board discussed the proposal. There being no further discussion, a motion was made as follows:

RESOLVED, that the Approval of Brolly Proposal, as presented, is hereby approved.

The motion was approved unanimously.

c. <u>Approval of School Goals for the 2022-2023 School Year</u>

Ms. Swan introduced the School Goals for the 2022-2023 School Year to the Board. Ms. McConnell reviewed the proposed goals that were included in the Board materials. The goals and metrics were reviewed in detail. The Board asked a few clarifying questions about the goals and commended the staff on their work done to date on the goals. There being no further discussion, a motion was made as follows:

RESOLVED, that the Approval of School Goals for the 2022-2023 School Year, as presented, is hereby approved.

The motion was approved unanimously.

VIII. Information Items

a. <u>School Success Partner (SSP) Update</u>

Ms. Johnson presented on behalf of the School Success Partner (SSP) team. She reviewed PVS' support of the charter renewal and audit site visits, and discussed additional support available to the school for enrollment, including the Intent to Return process for returning students.

i. Pearson Support Team Update(s)

Ms. Johnson provided the Board with an overview of the structural changes recently made to the Pearson Virtual Schools support team structure, highlighting previous roles and responsibilities of each member of the three-person pod structure supporting the school and Board going forward.

Ms. Johnson advised the Board of legislative activities in the state which may impact the school.

b. Board Training and Conference Planning for the 2022-2023 School Year

Ms. Woodward welcomed Ms. Karpew to the Reach team. She presented to the Board the plans for Board Training and Conference Planning for 2022-2023 at this time and noted that she would work closely with Ms. Swan and Ms. Karpew during this time of transition to ensure the conferences information for the school year is coordinated with the Board.

IX. Strategic Planning

a. Approval of Agreements for Student Programs

i. MOUs with Science Centers

Mr. Stuccio provided an overview of the prior work with the science centers and the need for review and the school's desire to renew each of the agreements as detailed in the Board materials.

1. Carnegie Museum of Natural History
2. Carnegie Science Center
3. DaVinci Science Center
4. Keystone Kidspace
5. Reading Science Center
6. The Franklin Institute
7. Whitaker Center for Science and the Arts

Board members present had discussion about all proposed programs and initiatives, and indicated their support of the school's recommendations. The Board expressed their desire consider all of the agreements as a slate. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that all proposed Agreements for Student Programs, MOUs with Science Centers: Carnegie Museum of Natural History MOU, Carnegie Science Center MOU, DaVinci Science Center MOU, Keystone Kidspace MOU, Reading Science Center MOU, The Franklin Institute MOU, and Whitaker Center for Science and the Arts MOU, as presented, are hereby approved.

The motion passed unanimously.

X. **EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and Pursuant to 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.**

The Board entered into an Executive Session at 9:40 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law. Board members present were: David Taylor, Joe Harford, and Dave Biondo. Guests present at the request of the Board were: Pat Hennessey, Jane Swan, Mike Garman and Greg McCurdy. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 9:54 a.m. No action was taken during Executive Session.

Upon exiting Executive Session, and there being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the settlement with student X, as discussed in Executive Session, is hereby approved.

The motion passed unanimously.

XI. **Adjournment and Confirmation of Next Meeting – Wednesday, September 21, 2022 at 9:00 a.m.**

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

RESOLVED, that the next meeting date is September 21, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 9:54 a.m., is hereby approved.

The motions passed unanimously.

REACH Staffing Report August 2022

	Current Staff	Hires SYTD	Departures SYTD
10-month Staff	659	42	9
12-month Staff	118	10	0
Grand Total	777	**52**	9

New Hires

First Name	Last Name	Job Title	Compensation	Start Date
Jessica	Ramsey	Teacher - Career Readiness	$61,000	08/24/2022
Caitlin	Thorson	Teacher - Career Readiness	$58,000	08/24/2022
Kristine	Delmas	Teacher - Life Skills	$60,000	08/30/2022
Amanda	Mogitz	Teacher - High School	$51,750	09/12/2022
Kimm	Yannick	Teacher - Life Skills Support	$61,000	9/30/2022
Karen	Nemia	Cosmetology Program Coordinator	$65,000	10/1/2022
Lindsay	Miller-Barclay	School Psychologist	$69,000	10/03/2022
Morgan	Myers	Teacher - Life Skills Support	$62,500	10/17/2022
Tyler	Jodon	Instructional Coach - STEM	$62,500	10/24/2022
Lindsay	Rote	Teacher - High School	$57,000	10/24/2022

Departing Employees

First Name	Last Name	Job Title	Last Day Worked
Megan	Petrasic	Teacher - Life Skills	08/24/2022
Andrea	Cramer	Teacher - Elementary	08/23/2022
Nicole	Creveling	Teacher - Elementary	8/23/2022
Michelle	Trachtenberg	Math Specialist	9/23/2022

REACH Staffing Report August 2022

Position Changes

First Name	Last Name	Former Position	New Position	Compensation	Start Date
Adrienne	Martinez	Teacher - Elementary	Teacher - Special Education	No Change	8/16/2022
Alyssa	Helm	Teacher - Elementary	Teacher - Special Education	No Change	8/16/2022

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 Virtual Schools USA
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000011262
Date :	26-AUG-2022
Due Date :	
Payment Terms :	
Customer Account :	3924545
Project Number :	82067707
Currency :	USD
Shipment Terms :	
Purchase Order Number :	REACH
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$1,186,554.20
Tax Total	:	USD	$0.00
Invoice Total	:	USD	$1,186,554.20
Amount Due	:	USD	$1,186,554.20

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067707	REACH	Direct Charges	2		1,128,137.63	0.00	1,128,137.63
82067707	REACH	Pass Through	4		58,416.57	0.00	58,416.57

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
	$1,186,554.20	$0.00	$1,186,554.20

Charges for the Following Period: **July 2022**

Enrollment/Unit Based Charges
  Facility Support Services   2,083.33
  Upfront Fee per Student   1,126,054.30
                                                                      1,128,137.63

Pass Through Expenses   58,416.57

Total Amount Due   1,186,554.20

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 Virtual Schools USA
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000011402
Date :	12-SEP-2022
Due Date :	
Payment Terms :	
Customer Account :	3924545
Project Number :	82067707
Currency :	USD
Shipment Terms :	
Purchase Order Number :	REACH
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$1,202,104.53
Tax Total	:	USD	$0.00
Invoice Total	:	USD	$1,202,104.53
Amount Due	:	USD	$1,202,104.53

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82067707	REACH	Direct Charges	2		1,128,137.63	0.00	1,128,137.63
82067707	REACH	Pass Through	12		73,966.90	0.00	73,966.90

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
		$1,202,104.53	$0.00	$1,202,104.53

Charges for the Following Period: **August 2022**

Enrollment/Unit Based Charges

Facility Support Services	2,083.34
Upfront Fee per Student	1,126,054.29
	1,128,137.63

Pass Through Expenses	73,966.90

Total Amount Due	1,202,104.53

CONNECTIONS EDUCATION®

September 13, 2022

To: Reach Cyber Charter School Board of Trustees
From: Erin Erdley, Supervisor Finance and Budget Analyst, Federal Programs Support
Subject: Approval of Parent and Family Engagement Policy

Attached please find the updated Parent and Family Engagement Policy for Reach Cyber Charter School. This policy is to fulfill the requirements for legal compliance under the regulations for the federal Title I, Part A program. This was reviewed by School Leader, Jane Swan. Thank you.

Attachment: Parent and Family Engagement Policy
cc: Jane Swan

<u>Parent and Family Engagement Policy: Reach Cyber Charter School</u>

<u>GENERAL EXPECTATIONS</u>

Introduction

Parent and family involvement and engagement are critical to the success of Reach Cyber Charter School and integral to improving student academic achievement. Parents serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. Parents have access to their student's Grade Book at any time by logging into the school's proprietary education management system (EMS). This provides parents with transparency into their student's academic performance on a day-to-day basis.

This document explains how Reach Cyber Charter School will put into operation programs, activities, and procedures for involving parents in its Title I, Part A programs, consistent with Section 1010 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating students consistent with Section 1010 of the ESSA. This document also explains how the school provides opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to participate. The school provides information and school reports required under the ESSA in an understandable and uniform format (including alternative formats upon request) and, to the extent practicable, in a language parents understand. The school involves parents of students served by the Title I, Part A program in decisions about how Title I, Part A funds reserved for parent involvement are spent.

If the plan for Title I, Part A, developed under Section 1006 of the ESSA, is not satisfactory to the parents of participating students, the school will submit any parent comments with the plan when the school submits the plan to the Pennsylvania Department of Education.

Accompanying this Parent and Family Engagement Policy is Reach Cyber Charter School's *School-Parent Compact.*

A Description of How Reach Cyber Charter School Will Implement Required Parent and Family Engagement Policy Components

Reach Cyber Charter School builds the school's and parent's capacity for strong parent involvement. This ensures effective involvement of parents and supports a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described herein.

1. **Reach Cyber Charter School assists parents in understanding topics such as Pennsylvania's academic content and academic achievement standards, state and local academic assessments including alternate assessments, monitoring their child's progress, and working with educators. The school provides materials and training to help parents work with their student to improve their student's academic achievement and using technology, as appropriate, to foster parent involvement.**

   ▪ During the school year, teachers and parents communicate regularly via Webmail, telephone, and LiveLesson™ sessions. Teachers formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.

   ▪ Parents have the opportunity to be intimately familiar with their students' progress on a day-to- day basis. The school's unique EMS technology platform ensures that all parents have access to complete data about their children's learning on a 24/7 basis. In EMS, parents view, in real time, an indicator of whether their student is on track and making adequate progress. Identified students, not on track, "approaching alarm" or on "alarm" meet certain thresholds elated to completion of lessons, attendance, and contact with the teacher, and/or submission of required assessments or portfolio assignments. The school contacts the parent of any student in "alarm" or "approaching alarm" by Webmail, and when on "alarm," by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track." Parents are also provided with frequent reports on their student's progress. For students who are struggling, school staff meet weekly at staff meetings to develop an intervention plan that directly involves the student's parent.

   ▪ Materials to encourage parent involvement are provided (with no cost to the family) including online training, a handbook, and school newsletters. Daily lesson plans are accessible 24/7 and enable parents to review and understand the objectives of each lesson so that they can support their student's learning effectively. The teaching and administrative staff, curriculum, and technical support staff are also available via Webmail or telephone to provide required assistance and advising support.

   ▪ Reach Cyber Charter School provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support. The school's specific training and support efforts include a Parent Orientation to familiarize parents with the features and components of EMS. The training also includes building an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student performance.

   ▪ Reach Cyber Charter School holds parent-teacher welcome calls during which the School-Parent Compact is discussed as it relates to the individual child's achievement. If there are performance concerns, or if students are falling behind and in escalation, the student's teacher contacts parents via phone and/or Webmail

and includes other teaching or administrative staff as needed. The call focuses on the student's performance and what actions need to occur to get the student back "on-track". Teachers may also set up an in-person meeting to discuss any student or parent concerns and to work collaboratively to set goals and identify a timeline for improvement.

- Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips, serve as community coordinators, assist with student activities, serve on the school's Board of Trustees and/or Parent Advisory Committee as well as participate in Title I planning meetings. Parents, Caretakers, and families may volunteer at the school; however, volunteering is not required.

2. **Reach Cyber Charter School involves the entire school staff, parents, and students in the joint development of its Parent and Family Engagement Policy and School-Parent Compact for improved student academic achievement under Section 1006 of the ESSA and to build and develop a partnership with parents in the process of school review and improvement to help children achieve Pennsylvania's high standards under Section 1010 of the ESSA.**

At least one meeting is held annually, with the option to participate via telephone or LiveLesson session, to discuss the Parent and Family Engagement Policy and School-Parent Compact. Reach solicits feedback through multiple avenues, including the "feedback" link on EMS, phone, Webmail, monthly school newsletters, field trips and back-to-school activities, and other parent-oriented activities. The EMS contains a rating system that allows parents to rate and comment on each lesson in which they engage from a low of one star to a high of five stars. The Board intends to maintain at least one parent representative among its members. The school also surveys parents each year in order to evaluate the school on a number of criteria, including student progress, teacher support, and the quality of curriculum.

3. **Evaluation of the Parent and Family Engagement Policy and School-Parent Compact**

Reach Cyber Charter School conducts an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A plan. The evaluation includes identifying barriers to greater participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school uses findings of the evaluation of its Parent and Family Engagement Policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies. Evaluation methods include:
- Hold at least one annual meeting, with the option to participate via telephone or LiveLesson

- Administer an annual parent satisfaction survey which includes questions about academic interventions.
- Solicit feedback through multiple avenues, including the "feedback' link on EMS, telephone, newsletters, and Webmail

4. **Reach Cyber Charter School educates its teachers, principals, and other staff on how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents; and on how to implement and coordinate parent programs and build ties between parents and schools.**

   Reach Cyber Charter School is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on academic standards. Reach Cyber Charter School provides teacher training and professional development programs to equip teachers with the following:
   - A working knowledge of the Connections Academy® curriculum.
   - How to communicate and work effectively with parents/families.
   - How to utilize and navigate the tools in EMS
   - How to develop personalized learning plans and individualize instructional programs, including communicating with parents regarding instruction.
   - Review of the different forms of assessment and how to utilize test results to guide instruction.
   - Knowledge of school processes and policies.
   - How on-site staff and virtual teachers work collaboratively in the best interest of each student.

5. **Reach Cyber Charter School ensures that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of all participating children, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format and language parents can understand (including alternative formats upon request) and, to the extent practicable, in a language the parents can understand.**

   - Reach Cyber Charter School makes effective use of all available technologies to distribute information to parents.
   - In addition, parents are encouraged to set up conferences to discuss their student's performance.
   - Regular newsletters announce upcoming school events and are available online to all parents.
   - Certain critical communications may also be provided in print format. For example, the parent training modules are available in print as well as online, and official communications from the school about compliance or discipline issues are also provided via hard-copy mail upon request.
   - The school also develops and makes available, via EMS, a school handbook that details all policies and procedures specific to the school. Translation of materials or availability of materials in other formats (e.g., for those who have difficulty with

their vision) are made available upon request.

6. **Reach Cyber Charter School builds the school's and parent's capacity for strong parent involvement to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities.**

   As a virtual learning school, Reach Cyber Charter School is able to use technology and the working partnership between parents and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick-and-mortar classroom can readily interact through our online tools and resources. Reach Cyber Charter School makes every effort to provide information in an understandable language and format so that parents can actively participate in their student's schooling.

7. **Reach Cyber Charter School provides parents of students receiving Title I services reasonable access to staff and opportunities to volunteer, participate, and observe their child's lessons. The school also provides other reasonable support for parent involvement activities as parents may request.**

   - Students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings. Teachers use the telephone quite extensively in communicating with students and parents.
   - Webmail is the proprietary private email system included in EMS. Webmail is a "closed" system. Students, parents, and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
   - Once enrolled, families have access to an area of EMS called the Message Boards. These boards contain moderated conversations between parents, students, teachers, and specialists. All members can access and review these boards. Parents can choose to limit their student's access to the boards by going to the student's Student Information Form and making the appropriate adjustments.
   - Other examples of support to be provided for parent involvement activities include, but are not limited to providing multiple ways to attend meetings (face-to-face, phone, LiveLesson sessions, and recordings), translating materials upon request, and holding one-on-one meetings and so forth.

PART IV. ADOPTION

This Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs, as evidenced by agenda and minutes of annual parent meetings.

This policy was adopted by the Board of Directors of Reach Cyber Charter School on the date signed below and will be reviewed annually.

_____ (Signature of Authorized Official)

_____ (Date)

Reach Cyber Charter School Parent Compact

Parents, students, and the entire school staff have a shared responsibility to help students achieve academic success. This compact lists mutual responsibilities for attaining the school's mission. This compact, signed by a school representative, a parent and the student, is in effect until revoked.

Reach Cyber Charter School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the students, and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Pennsylvania's high standards.

Reach Cyber Charter School Commitments

- Involve parents in planning, reviewing, and improving the school's parental and family engagement policy, in an organized, ongoing, and timely way.
- Involve parents in developing the school-wide program plan, in an organized, ongoing, and timely way.
- Hold at least one annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide opportunities (upon request) for regular meetings so that parents can provide suggestions, and participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.
- Provide to each parent an individual student report about the performance of their child on the state assessments in at least math, language arts, and/or reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet state-specific teacher effectiveness requirements.

Parent/Guardian Commitments

I understand that my participation in my child's education will positively impact his/her achievement and attitude. Therefore, I will do my best to:
- Ensure that my child participates in school regularly.
- Establish a time and quiet place for my child to complete schoolwork.
- Ensure that my child participates in all required state testing
- Support the school in its efforts to maintain proper discipline.
- Read school communications and respond when necessary.
- Attend school functions, support school activities, and make every effort to maintain regular contact with my child's teachers.
- Actively participate in decisions relating to the education of my child.
- Show an interest in my child's well-being and encourage my child to do his/her best.
- Share information and concerns about my child and about the school, and work together with the school to resolve problems.

Student Commitments

I know that my education is important and that I am responsible for my success. Therefore, I will do my best to do all of the following:

- Participate in school regularly and be prepared with all materials, including homework and a positive attitude.
- Put forth my best effort that includes paying attention and participating in class discussions, and asking for help when needed.
- Cooperate with other students and adults involved in lessons and classes.
- Respect the rights and property of others and follow all school rules. This includes showing respect by not acting in a hostile manner or creating fear in others.
- Use appropriate language to communicate with adults and other students and be responsible for my own behavior.

To: Reach Cyber Connections Academy Board of Directors

From: Jess Davis

Re: School-Specific Handbook Supplement for 2022-2023

Attached for awareness is an update to the "*Graduation and Diploma Requirements"* section of Reach's School-Specific Handbook Supplement. This update has been carefully reviewed by your School Leader and will be posted to the Virtual Library nonce approved. For your convenience, a summary of the update is provided below:

Graduation and Diploma Requirements

To be eligible to graduate and receive a diploma from Reach, a student must meet **all** the following requirements:

» complete the 21 credits required by the PDE in specific area and subject as outlined herein;

» be enrolled during the semester immediately prior to graduation, and not be full-time enrolled in any other school;

» earn a minimum of ~~5 of the credits (or 10 courses) required for graduation at Reach, with at least 1.5 credits (or 3 courses) in the semester immediately prior to~~25% of the courses required for graduation; and

» meet the requirements of one (1) of the five (5) state high school graduation pathways:

1. Keystone Proficiency
2. Keystone Composite
3. Career and Technical Education (CTE) Concentrator
4. Alternative Assessment
5. Evidence Based

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

WeatherSTEM, Inc
3019 N. Shannon Lakes Drive, Suite 203
Tallahassee, FL 32309 US
850-297-1800
accounting@weatherstem.com
www.weatherstem.com

Quote

ADDRESS	SHIP TO	
Scott Stuccio	Scott Stuccio	**QUOTE #** 1643
Reach Cyber Charter School	Reach Cyber Charter	**DATE** 08/31/2022
750 East Park Drive, Ste. 204	School	
Harrisburg, PA 17111 USA	750 East Park Drive, Ste. 204	
	Harrisburg, PA 17111 USA	

ACTIVITY	DATE	QUANTITY	RATE	AMOUNT
Cellular Upload Option Addition of Cellular upload capabilities to standard system		1	2,500.00	2,500.00
Battery Backup		1	700.00	700.00
Soil Package #2 Soil moisture station, leaf wetness sensor, two (2) moisture probes, two (2) soil temperature probes		1	750.00	750.00
6328- Weather Station Vantage Pro 2 Plus without Console		1	1,225.00	1,225.00T
Custom Paint		1	500.00	500.00T
Travel Will be calculated on total expenditure not to exceed amount listed.		1	1,500.00	1,500.00T

The annual fee for the existing system will be increased by $1150 to cover cellular data plan and maintenance on hardware.

Thank you for choosing WeatherSTEM!

SUBTOTAL	7,175.00
TAX	0.00
TOTAL	**$7,175.00**

Accepted By   Accepted Date

Got Weather?

Made Jr Fashion Club (Online) MOU - Fall 2022

Between Made Institute and Reach Cyber Charter School (K-12)

This Memorandum of Understanding sets for the terms and understanding between the Made Institute and the Reach Cyber Charter School (K-12) to enroll students in the Made Jr Fashion Club online program.

Background

Made Institute is an independent fashion school based in Philadelphia, Pennsylvania. Our core values focus on the belief that fashion and high-level sewing should be attainable and affordable, while giving students full access to the growing Philadelphia fashion community. Made Institute is a one-stop resource offering a full circle ecosystem of education, product development, co-working memberships and connections to small batch manufacturing.

Purpose

Through virtual workshops taught by fashion designers & weekly design prompts, the students will put together their fashion portfolios for college programs, internships, and more. They will learn fashion sketching and key sewing skills through Made Institute's exclusive online portal and join designers via live video call workshops to put their skills into practice. The age requirement to be enrolled is 13 - 18 years old.

The above goals will be accomplished by undertaking the following activities:
1. Weekly online workshops: Tuesdays 6.30-8pm *(excluding US holidays and school closures)*
2. Weekly fashion and design prompts
3. Group discussions and critiques
4. Individual presentation practice
5. Individual and group projects
6. Online video demonstrations of key fashion illustration techniques
7. Online video demonstrations of key home sewing techniques
8. An instructor will provide feedback and guidance on all of the above in addition to portfolio and career guidance

Reporting

The Made Institute management team will monitor attendance and participation.

Funding

This MOU is not a commitment of funds.

The Made Jr Fashion club functions as a program. An upfront full payment will cover the entire course of online workshops and access to the online learning portal. Failure to provide timely payment prior to the registration deadline will result in the student not being enrolled in the Made Jr Fashion Club.

Refunds will not be accepted after the registration deadline. If a student decides to withdraw from the club for any reason after the registration deadline, refunds will not be provided.
The minimum enrollment requirement is 10 students for the club to begin.
The club can accommodate a maximum of 20 participants per cohort at any time. Consequently it is at the discretion of Made Institute to limit the number of participants from Reach Cyber Charter School (K-12) at any time.
Reach Cyber Charter School (K-12) will provide a list of participating students by the registration deadline.

Duration
This MOU is at-will and may be modified by mutual consent of authorized officials from Made Institute or Reach Cyber Charter School (K-12). This MOU shall become effective upon signature by the authorized officials from Made Institute or Reach Cyber Charter School (K-12) and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Made Institute or Reach Cyber Charter School (K-12) this MOU shall end on June 31st 2023.

Cycles	Registration Deadline	Dates
Oct - Dec '22	September 26th '22	Oct 4, 11, 18, 25, Nov 1, 8, 15, 22, 29, Dec 6, 13, 20
Jan - March '23	January 9th '23	Jan 17, 24, 31, Feb 7, 14, 21, 28, March 7, 14, 21, 28
April - June '23	March 28th '23	April 4, 11, 18, 25, May 2, 9, 16, 23, 30, Jun 6, 13, 20

Contact Information
Tessie Devlin
Assistant Director of Made Institute
(855) 623-3745
448 N10th Street
Suite 501 Philadelphia PA 19123
tessie@made-institute.com

Signature: _____   Date: _____

Nicolette Silverman
Career Pathways Coordinator
717 745 7212
727 409 8356
750 East park Drive Suite 204 Harrisburg PA 17711
nsilverman@reach.connectionsacademy.org

Signature: _____   Date: _____

Memorandum of Understanding

This memorandum of understanding (the "**MOU**") is executed as of August 18, 2022 ("**Execution Date**") by and between:

The Women in Forensics, LLC, a company incorporated/established under the US laws having its registered office at Pennsylvania (hereinafter referred to as "**Service Provider**" (which expression shall, unless repugnant to the context or meaning hereof, mean and include his heirs, executors, administrators, and assigns) of the **First Part.**

And

Reach Cyber Charter School, an organization incorporated/established under the US laws having its registered office at Pennsylvania (hereinafter referred to as "**Charter**" (which expression shall, unless repugnant to the context or meaning hereof, mean and include his heirs, executors, administrators and assigns) of the **Second Part.**

And individually referred to as "**Party**" and collectively as "**Parties**".

WHEREAS

This MOU constitutes and expresses the entire MOU and understanding between the Parties in reference to all matters herein referred to, all previous discussions, promises, representations and understandings relative thereto, if any, had between the parties hereto, being herein merged.

1. Objective & Purpose

1.1. In furtherance of public interest and with the aim of improving the standards of forensic education to the middle/high school students, the Service Provider is broadly engaged to adopt and implement this MOU by appointing professionals having forensic backgrounds to provide a facilitative framework.

1.2. The purpose of this program is to increase middle and high school age adolescents' knowledge of forensic science, including CSI Effect and to broaden their interest in forensics and its impact on modern society.

For the purposes of this MOU, the term "**CSI Effect**" means Crime Scene Investigation, also known as *CSI Syndrome*, is the dramatization of the role forensics plays in societal demands, specifically crime, through the popularity of television dramas such as; *CS1, The First 48* etc. The advancement of forensics have increased society's interest and have also raised real world expectations of forensic science. This MOU is limited in scope only to the extent of imparting the curriculum based knowledge to help students where they can gain theory based

understanding of this fascinating field with the intent to dispel some of the myths about it.

1.3. Highest degree of respect and discipline is required owing to the language and content while teaching the subject and case studies.

2. Term and Termination

2.1   This MOU shall be subsisting till it is terminated by either of the Party. This MOU may be terminated by giving a prior written notice of 30 (thirty) days to the other Party pursuant to which this MOU shall stand terminated. The obligations contained herein are sufficient consideration for each Party to execute this MOU which is acknowledged and agreed by each of the Party.

2.2   The scheduled date for program/course starts from October 18, 2022-December 13, 2022

2.3   Termination of this MOU shall not affect the liabilities of the either Party under the MOU or any other obligation towards the other Party that have accrued before the effective date of termination of this MOU.

3. Salary, Benefits and Emoluments

3.1   The Service Provider shall be paid **$30,000** for eight online classes *(date/time will be confirmed)* which is inclusive of:

- online workshop instruction of 1-hour with a virtual activity
- class will be recorded and will be available until the end of the eight-week program to students accessed by a password.
- post-class survey will be provided to the point of contact at the conclusion of the program.

3.2   The Service Provider shall be paid the advance payment mentioned above by the Charter 30 (thirty) days prior to the starting date of the program *(as given in Clause 2.2 of this MOU)*.

3.3   In case of late or delayed payment, this MOU shall be deemed postponed, wherein the Service Provider is not bound to undertake by any clauses till the amount is paid in whole by the Charter.

4. Framework of this MOU

4.1 The Parties hereby agree that this MOU establishes a binding framework for the implementation of the Project between the Parties for educating the middle/high school students;

4.2 The duration of the workshop shall be not more than eight weeks/one hour per class (one workshop per week);

4.3 The programs/course/workshop shall be conducted in virtual form.

5. Responsibilities of the Service Provider

In view of the role of the Service Provider, the responsibilities are given below:

a. To provide the Charter with coordination and instruction of programming as outlined during the subsistence of this MOU;

b. Be present at all classes for this program,

c. The Charter will be notified in advance if rescheduling needs to occur due to any unforeseen circumstances.

d. Meet the goals and objectives as agreed upon by the Charter and shall be in consonance with program guidelines.

e. Ensure that all students shall attend the full program/course along with all directions;

f. Ensure that the Charter will be made aware of any problems, if any, which occur during program implementation.

6. Responsibilities of the Charter

The responsibilities of the Charter are given below:

a. Be ultimately responsible for the training program, inclusive of liability and financial responsibilities;

b. Providing the name and relevant details of the Point of Contact person to serve as the primary representative for the administration of this MOU on behalf of Charter;

c. Pay the Service Provider a total advance payment of amount of $30,000;

d. Provide the Service Provider with all relevant information for proper and full implementation of the program during the subsistence of this MOU;

e. Agree that any education program offered under the terms of this agreement and/or offered using the program name shall have the prior approval of the Service Provider;

f. All marketing of the program shall have the approval of the Service Provider;

g. The Charter agree and acknowledge the fact that the presentations, activities, and discussions may contain sensitive content relating to crime, drugs, and aspect covering criminal acts which may be offensive or aggressive in nature;

h. The Service provider shall not incur any adverse impact if the student agrees not to enrol or decides to leave the program/course due to any reason.

i. Provision of safe and appropriate environment for the Service Provider for program implementation.

7. Obligations and responsibilities of the Students

Following are the binding principles to be followed by the students for the purposes of the implementation of this MOU are as follows:

a. Application of concepts in the proper, reasonable and directed ways;
b. Gain realistic understanding of forensics by combining interactive instruction, experimentation, and media applications;
c. Recognize new technological ways which can be used to solve crimes;
d. Try to understand the significance and role of science in solving societal related problems(example – crime);
e. Documentation of forensic findings to improvise critical thinking among students;
f. Read the subject of history and science together for best results;
g. Improved ability to work independently as well as in a team environment.
h. Active participation in workshops, discussions about career paths in forensic science, volunteering, networking, and mentorship.

8. Mutual Representations, Warranties and Covenants

8.1 The Service Provider is an independent contractor and not an employee of the Charter.

8.2 The Charter and Service Provider agree and acknowledge that this is not an exclusive MOU. The Parties may enter into additional MOU/agreements or amend the terms for similar services, if needed.

8.3 Neither party may assign this MOU to a third-party, without express written consent.

8.4 The Charter agrees to indemnify and hold Service Provider harmless from and against all claims, damages, losses and expenses (including, but not limited to, attorney fees) arising out of the performance of this MOU.

8.5 This MOU shall be governed by and construed in accordance with the laws of USA and the courts of Pennsylvania shall have exclusive jurisdiction.

IN WITNESS WHEREOF the parties hereto have executed these presents the day and year first hereinabove written.

SIGNED AND DELIVERED by

...the **Service Provider**

Antonette S Campbell 8/26/22

SIGNED AND DELIVERED by

........the **Charter**

Reach Cyber Charter School Dual Enrollment Program

Dual Enrollment is a Reach Cyber Charter School program that allows qualified sophomores, junior and seniors to enroll in courses at Community Colleges, Colleges, or Universities, that have a Memorandum of Understanding with Reach, while still in high school. In accordance with requirements at Reach Cyber Charter School, students who qualify may apply for admission to a variety of courses. Reach will work with these schools to determine eligibility. Students are required to take the appropriate College placement tests and meet prerequisite requirements for selected course.

Reach, grants, and the Pennsylvania Department of Education provide tuition for three-credit courses, in full or in part. The High School Administration will determine the number of students to be funded each year, as well as the allowable courses students will be able to enroll in at a college institution. Reach Cyber Charter School will pay for a part or all of the tuition, fees, and books, as provided by the reserved funds.

Reach Cyber Charter School Requirements for Dual Enrollment

Attendance

✓·To qualify, students must have very good attendance. To maintain enrollment in this program, students may have no more than ten days of absence at the high school or the college. (Students who exceed this quota due to extended illness may reapply.) Participating colleges will monitor attendance by a form signed monthly by the professor of the course or some other agreed upon method.

Grades

✓·Students must score advanced or proficient in the PSSA's, and/or other standardized exam administration required for PSSA preparation (such as the Progress Learning benchmarks).

✓·Students must maintain a "C" or above grade point average at both Reach Cyber Charter School and the approved College.

✓·The participating college will provide mid-semester progress reports in time to meet Reach Cyber Charter School's reporting deadline.

✓·Student transcripts must be sent directly to Reach Cyber Charter School Counseling Department.

Citizenship

✓·Students must maintain good school citizenship. Past year discipline, records will be considered. Students may forfeit their place in the program due to disciplinary issues. Since participation in this program is the highest privilege a student can attain, and the student will be granted tremendous liberties not granted other students, permission to enroll is based on the sole discretion of the High School Principal.

Course Options

✓·Exact courses and meeting times will be available based on the college course offerings timeline.

✓·Students must have availability in their schedule for courses resulting in scheduling for no more than six credits for the school year.

✓·At the completion of the college course, students will have completed a high school graduation credit requirement and will have earned college credits. Final approval will be from the Reach Cyber Charter School High School Principal or Chief Academic Officer.

REACH CYBER CHARTER SCHOOL

TO: Prospective Dual Enrollment Student

FROM: Cody Smith, Principal

DATE: 2022-2023 School Year

RE: Prospective Dual Enrollment Student, Cody Smith, High School Principal

The Dual Enrollment Program at Reach Cyber Charter School allows students who qualify to take a class at a local college and receive credit both at high school and at the college (note: college courses are weighted as Advanced Placement courses, which results in a higher GPA on Reach Cyber Charter School transcripts). **The student is responsible for full cost of attendance that includes tuition, fees and textbooks. The payment of tuition and fees are required at the time of registration**. The district will reimburse tuition and fee costs to the student based on the eligible Board of Trustees reserved amount. The student will also receive a maximum $50 dollar book credit. Reimbursement checks will only be issued to those students earning a "C" or better.

Participation in this program is one of the highest academic privileges students can attain. Therefore, both student and parents MUST agree to the following in order to take part in the program:

- Follow all procedures and directions as set forth by the college and high school as appropriate to the program.
- Remain in good standing with both schools, both academically and behaviorally. Attend all classes at both schools. Retain a "C" in all classes at both schools.

FAILURE TO ABIDE BY ALL THE STIPULATIONS ABOVE WILL RESULT IN RETROACTIVE STUDENT ASSUMPTION OF ALL TUITION AND BOOK COSTS, DISCIPLINARY ACTION AND/OR LOSS OF ELLIGIBILITY IF APPROPRIATE, AND/OR A PERMANENT WITHDRAWAL FROM THE DUAL ENROLLMENT PROGRAM FOR THE REST OF THE STUDENT'S ACADEMIC CAREER AT REACH CYBER CHARTR SCHOOL.

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

Counselor Signature _____ Date: _____

<div align="center">

MEMORANDUM OF UNDERSTANDING
Between
HARRISBURG AREA COMMUNITY COLLEGE (HACC)
And

</div>

I.   PURPOSE AND SCOPE

The College in the High (CHS) and the Dual Enrollment (DE) programs enable qualified high school students the opportunity to enroll in HACC's credit course offerings during their high school experience. CHS courses are taught by HACC approved high school instructors during the regular school day on location at the school. Only high school students are enrolled in CHS courses. DE Courses are taught by HACC faculty outside of the high school and consist of high school students and traditional HACC college students. CHS and DE courses are offered to high school students at a reduced tuition rate. Tuition, associated fees and costs of textbooks are assumed by the individual student and their parent/guardian.

II.   LENGTH OF THE AGREEMENT

This agreement will become effective upon the signatures of both parties and will be reviewed by both parties every three years.

III.   DEFINITIONS/CRITERIA

1. CHS Courses are taught by HACC approved high school instructors during the regular school day on location at the school. Only high school students are enrolled in CHS courses.
2. DE Courses are taught by HACC faculty outside of the high school and consist of high school students and traditional HACC college students.
3. CHS and DE courses are offered to high school students at a reduced tuition rate.
4. Tuition, associated fees and costs of textbooks are assumed by the individual student and their parent/guardian.
5. No developmental courses will be offered through either CHS or DE.

IV.   COLLEGE IN THE HIGH SCHOOL PROGRAM

ROLES AND RESPONSIBILITIES

A. Harrisburg Area Community College (HACC) will:

1. Approve the high school's CHS instructors, using the standardized HACC process for qualifying adjunct faculty. Instructor credentials will be approved by the respective Department Chair.

<div align="center">1</div>

2. Approve CHS courses that may be offered in the high school and meet appropriate curriculum standards.

3. Provide a faculty orientation for new CHS instructors.

4. Coordinate student admissions and placement testing.

   a. Students should be admitted to the CHS program in accordance with HACC standard admissions procedures.
   b. HACC will provide high school with admissions applications and course enrollment forms.
   c. HACC will coordinate application and enrollment deadlines with high schools.
   d. Students admitted to the CHS program will be required to meet course prerequisites and take placement tests in accordance with HACC's policy on *Placement Testing*.
   e. HACC will provide HACC's add/drop/withdrawal policy to high schools. Students will be permitted to add/drop/withdraw from CHS courses in accordance with HACC standard registration policies.

5. Provide enrolled CHS students with a HACC identification number (HACC ID) and information on HACC student policies and services including access to college resources and facilities appropriate to the CHS program.

6. Provide the CHS student with access to the myHACC portal to register for classes, pay tuition, access college email, check grades, and access other student services.

7. Work with the new CHS instructor on the following items:

   a. Ensure that the CHS course is scheduled within the approved start and end dates and within the required number of contact hours.
   b. Review HACC requirements of Form 335, including textbook(s).
   c. Share course syllabus, assignments, tests, and other relevant course materials.
   d. Work with the CHS instructor to develop a course syllabus, assignments, and tests based on the requirements in the HACC Form 335, assuring that each course meets HACC academic standards, required textbooks, course outlines, and sequence of topics covered.
   e. Consult with the department chair to ensure that the high school has the supplies and equipment to offer the CHS course.
   f. Validate and submit class rosters.

8. Communicate with the CHS instructor as necessary during the course, especially during the first year regarding progress, questions, and/or problems.

B.   will:

1. Designate an Administrative Contact to:

    a.   Identify qualified teachers and make a recommendation for their approval as CHS instructors.
    b.   Require CHS instructors teaching the course for the first time to attend the new faculty orientation.
    c.   Permit HACC personnel access to CHS instructor and the classroom for the purposes of meeting, conferring and observing.
    d.   Forward all application and course registration materials to HACC in order to meet agreed upon deadlines; including, completing and signing applications and course enrollment forms. (A parent or guardian's signature is required for students under the age of 18.)
    e.   Encourage CHS students to participate in a HACC New Student Orientation session.
    f.   Ensure that the CHS course is scheduled within the approved start and end dates and within the required number of contact hours.

2. Ensure that approved CHS Instructor will:

    a.   Submit materials for on-line application for adjunct qualification including professional resume, professional certifications, unofficial transcripts, and references.
    b.   Attend orientations and trainings offered by HACC.
    c.   Ensure that academic standards and expectations are the same for all students in the classroom, regardless of whether every student in the classroom has registered to take the college course and earn college credits.
    d.   Facilitate the process requiring that all students meet placement requirements via placement testing.
    e.   Submit a course syllabus before the start of every class to HACC's department chair, academic dean, and faculty secretary.
    f.   Where required by the high school, assign a correlating grading scale between the high school grading and HACC grading.
    g.   Discuss progress of course with the appropriate HACC contact as necessary by telephone or email, especially during the first year.
    h.   Follow HACC's procedures for grade reporting, for student withdrawal or for change of grade.
    i.   Require and facilitate the process for all students to complete an online college-approved student evaluation for the course.
    j.   Participate in department and college assessment procedures.

3

C. Program Administration

1. The Vice President of Academic Affairs shall oversee the entire CHS program.

2. The Director of High School Partnerships shall be responsible for developing partnerships with the local secondary schools and be responsible for ensuring that the Memorandum of Understanding (MOU) is completed, signed and renewed every 3 years.

3. The appropriate School Deans will be responsible for assisting the selected high school instructor with the on-line application for adjunct qualification process.

4. Academic Guidelines: Quality Assurance

   a. Both the CHS instructor and the HACC designee will work together to ensure during their pre-course planning that all the elements of the course (syllabus, projects, experiments, papers, readings, exams, etc.) are of college-level quality.

      (1) Courses offered shall follow official course outlines provided by HACC, meet HACC's academic standards, and meet HACC's required number of contact hours.
      (2) Scheduled face-to-face hours for CHS courses should align with that of HACC's on-campus course.
      (3) Where the high school schedule includes class time, in addition to HACC's required number of minutes, HACC faculty and administration will establish guidelines for integrating high school curriculum requirements with College curriculum requirements.
      (4) Courses in composition, literature, social sciences and humanities will demand a substantial amount of writing and will maintain College standards in the amount and difficulty of reading and writing required.
      (5) Courses in mathematics, foreign languages, and the sciences will have a quantitative problem-solving component, and/or laboratories as appropriate. High school laboratory facilities must be equipped to meet HACC's laboratory course requirements, as outlined in the HACC Form 335.

V.   DUAL ENROLLMENT

ROLES AND RESPONSIBILITES
A.   Harrisburg Area Community College (HACC) will:
1.   Oversee the partnership with the School District and be responsible for administration of the program at that campus, including the following details:
   a.   Complete and sign the Memorandum of Understanding (MOU).

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b.   Work with School District to coordinate student selection process, application and course enrollment completion, placement testing, and orientation programs.

2. Approve HACC courses that may be taken by high school students.
3. Coordinate student admissions, placement testing, and course enrollment.

    a.   Admit students in accordance with HACC Shared Governance Policies.
    b.   Provide high school with admissions applications and course enrollment forms.
    c.   Coordinate application and enrollment deadlines with high schools.
    d.   Require students to meet course prerequisites and take placement tests in accordance with the HACC Shared Governance Policy on Placement Testing.
    e.   Permit students to add/drop/withdraw from courses in accordance with applicable HACC Shared Governance Policies.

4. Provide enrolled students with a HACC ID, information on HACC student policies and services, and with access to college resources and facilities.
5. Provide the DE student with access to the myHACC portal to register for classes, pay tuition, access college email, check grades, and access other student services.

B.   will:

1. Identify an Administrative Contact to:
    a.   Ensure that students who apply for DE meet the admission criteria for HACC.
    b.   Ensure that students who apply meet the high school's eligibility requirements.
2. Forward all application and course registration materials to HACC in order to meet agreed upon deadlines; including,
    a.   Completed and signed applications, course enrollment forms, and student transcripts.
        a.   A parent or guardian's signature is required for students under the age of 18.

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SIGNATURES

Signature, CEO	Name (Please Print)	Date

Signature, Administrator	Name (Please Print)	Date

Harrisburg Area Community College (HACC)

Dr. Alfred Griswold, V.P. & Provost Academic Affairs Harrisburg Area Community College	Name (Please Print)	Date

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Dual Enrollment Agreement

Messiah University and Reach Cyber Charter School

This Agreement is entered into by and between Reach Cyber Charter School (RCCS) and Messiah University. This agreement sets out the terms and conditions of the dual enrollment program offered by these two institutions.

Purpose
Dual enrollment provides motivated high school juniors and seniors the opportunity to take college courses that satisfy both high school graduation and college credit requirements.

Term
The term of this agreement will become effective upon the signatures of both parties and will remain in effect so long as both parties wish to continue the dual enrollment program.

Program Description
Dual enrollment provides motivated high school juniors and seniors the opportunity to take college courses that satisfy both high school graduation and college credit requirements.

Student Eligibility
To enroll in a Messiah University dual-enrollment course you must meet these eligibility requirements:
- Entering, or currently in, your junior or senior year of high school and at least 15 years of age at the time you will be participating in the dual-enrollment course
- Demonstrate a GPA of 3.0 or higher on your high school transcript
- Submit the Messiah University Dual Enrollment Recommendation Form from a teacher and/or guidance counselor
- Submit the Messiah University Parent/Guardian Permission Form
- Satisfy the prerequisite requirements, if any, for the specific courses in which you seek to enroll

Courses
Messiah University offers dual-enrollment courses at its main campus, located in Mechanicsburg, PA. This option provides a traditional collegiate classroom experience with face-to-face interaction with professors and classmates. A limited number of online courses are also available during the fall and spring. Following the registration of Messiah's undergraduate students each term (fall semester, spring semester and summer) the College makes remaining class openings available to dual-enrolled students. Approved dual enrollment students may also enroll in online courses offered during Messiah's summer term.

Dual enrollment students will be accountable for the same classroom and attendance requirements as regular college students, including the use of assigned textbooks and instructional resources (i.e., laptop computers). Students will have access to Messiah University's Student Computer Services, Murray Library, Writing Center and Learning Center, as well as Supplemental Instruction if associated with a particular course.

Student Credit

Students may take a maximum of seven credits per semester at the discounted dual enrollment tuition rate. If a student takes more than seven credits in a particular semester, the part-time non-degree tuition rate will apply to the credits beyond seven.

A minimum grade of "D" must be earned to be considered successfully completed under this agreement. Courses may not be taken "pass/fail" if the student wishes to receive high school credit.

The University acknowledges Reach Cyber Charter School's right to apply credit toward high school requirements, as Reach Cyber Charter School deems appropriate. The University will award credit to students who successfully complete courses. The University transcript will reflect completion of college-level work according to commonly accepted post-secondary practices. There will be no notation of high school status on the transcript.

Messiah University is a regionally accredited university. Messiah University credit may transfer to other colleges or universities as a general education course, a major requirement or a free elective.

Tuition and Related Expenses

Reach Cyber Charter School students are responsible for all payments of tuitions and fees. Students in the Dual Enrollment program will pay a significantly discounted cost per credit.

Additional Administrative Responsibilities

Application: The student is responsible for completing the online application.
Acceptance and Registration: The University will notify the students of acceptance and the registration process.
Orientation: The University will hold an orientation for the fall semester for new dual enrollment students.
Materials: The student is responsible for acquiring the required textbooks, instructional resources and materials.
Academic Progress Reports: Students are responsible for monitoring their own academic progress; the University does not provide regular academic progress reports, but may notify a student if he/she is at risk of not completing the course successfully.

Contact at Messiah University: Matt Reitnour at mreitnour@messiah.edu

Reach Cyber Charter School

_____   _____
Jane Swan   Date
CEO

Messiah University

_____   _____
John Chopka   Date
Vice President for Enrollment Management

<center>**Memorandum of Understanding**
for
Dual Enrollment/High School Enrichment Program
between
REACH Cyber Charter School
and
Bucks County Community College</center>

I.   **PARTIES.** This Memorandum of Understanding (MOU) is made and entered into by and between the REACH Cyber Charter School (REACH), whose address is 750 East Park Drive, Suite 204, Harrisburg, PA 17111 and Bucks County Community College (Bucks), whose address is 275 Swamp Road, Newtown, PA 18940. REACH and Bucks may be collectively hereinafter referred to as "the Signatory Parties" or individually as a "Signatory Party." This MOU shall be effective as per Section IV of this Agreement, *infra*.

        BACKGROUND. The high school graduation requirements outlined in Chapter 4 of the Pennsylvania Public School Code of 1949 afford high school students the opportunity to earn dual credits (high school and college simultaneously) for completing college as well as independent study courses.

        Senate Bill 237 amended the Public School Code of 1949, allowing students of brick-and-mortar charter schools, regional charter schools, and cyber charter schools to enroll in concurrent college courses through an institution of higher education.

        Thanks to this legislation, REACH is now positioned to pursue dual enrollment partnerships with institutions of higher education. Bucks is a well-established provider of dual enrollment courses and continues to transition to a more personalized and customized competency-based learning environment where students have a variety of pathways to pursue their interests with a course of study that both meets graduation requirements and provides them with a voice and a choice.

        Given the above, REACH wishes to enter into this MOU with Bucks to provide REACH Cyber Charter School students with an alternative educational experience that affords students with the opportunity to earn dual credits in a college setting.

II.   **PURPOSE, INTENT, & GENERAL PROVISIONS**. The purpose of this MOU is to confirm the Signatory Parties' intent that REACH will provide tuition at the mutually agreed-upon rate for each course scheduled in connection to this Agreement for a maximum of 100 students to Bucks and purchase the textbooks related to those classes for each student participating. REACH retains the sole discretion to determine this maximum number of students and their accompanying tuition/textbooks.

        The mutually agreed upon reduced tuition rate of $125.00 per credit is in effect only for REACH students residing within the boundaries of Bucks County and participating in the

Dual Enrollment Program for 2022-2023. REACH students located within counties not served by a Pennsylvania community college who opt to participate in this dual enrollment program qualify for a non-sponsored tuition rate of $195.00 per credit. Students located within counties that are served by a Pennsylvania community college but prefer to pursue dual enrollment at Bucks under the terms of this agreement will qualify for a reduced tuition rate of $315.00 per credit, to the extent that EITC funds awarded to Bucks remain available for this purpose.

Bucks will waive all technology fees and provide access to placement testing, at no additional cost, for all students who intend to participate as dually enrolled students under the terms of this Agreement. REACH students wishing to participate in the program must take placement testing in Reading, Writing, and Math to determine college readiness or take advantage of alternative placement options offered by Bucks (i.e., "holistic" placement whereby high school juniors with at least a 3.25 GPA or high school seniors with at least a 3.0 GPA are automatically deemed to be at college-level in Reading, Writing, and Math).

Specific fees related to courses with a laboratory component or special supplies will be billed separately to the student and/or parent or guardian.

III.   **TERM OF AGREEEMENT**. This MOU becomes effective upon its execution by both the CEO, REACH Cyber Charter School, and the President, Bucks County Community College.

This MOU shall be binding upon the signatures of the Signatory Parties and their respective successors.

The term of this agreement shall run from September 2022 through August 2023.

This agreement shall be reviewed by both parties in June 2023 to assess process and overall success.

IV.   **PROVISION OF FUNDS**. Funding for this program will be provided by REACH students. Bucks will provide a reduced tuition rate (see Section III, *supra*.).

REACH agrees that it will collect payment for any tuition/fees for their dually enrolled students and provide funds via check to Bucks in accordance with the billing and accounting procedures of the Bucks Student Accounts Office. Bucks will invoice REACH at the commencement of each semester, and REACH will pay that tuition within 60 days of invoice receipt.

V.   **STUDENT ELIGIBILITY**. Students participating in the Bucks/REACH Dual Enrollment Program must enroll in at least six (6) credits per semester and must take two (2) courses per semester, for a total of at least twelve (12) credits per academic year, per student.

VI.   **STUDENT CRITERIA**. Students must complete the High School Enrollment Application online prior to enrolling in Bucks courses. Students are also required to satisfy placement testing requirements or submit transcripts for a holistic placement

testing waiver prior to enrolling in a course. In addition, students must satisfy either all criteria listed under Section A or Section B, *infra.*

    A. Criteria:
       1.   The student is in 9th grade or higher.
       2.   The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined through the placement testing/holistic placement testing waiver process. When approved by REACH, students may enroll in courses not deemed college-level, e.g., ACCT103.
       3.   The student is making satisfactory progress toward fulfillment of high school graduation requirements, either "on time" or ahead of schedule.

    B. Continued Eligibility: To remain in this program of study, the student must:
       1. regularly attend;
       2. be in good academic standing;
       3. be free of misconduct violations; and
       4. maintain a minimum grade of "C" in coursework.

VII.   **COURSES OFFERED**. The following applies to all courses covered by this agreement.

    A. Courses are not remedial, unless approved by REACH, subject to Section VI, paragraph A.(2), *supra*.
    B. The courses are regular college courses available to all members of the REACH student body.

VIII.   **DROP/ADD OF COURSES OFFERED**. Students must abide by all Bucks policies and timelines. Students who drop or withdraw from a course are responsible to notify REACH prior to initiating the formal process and must drop or add the course through the appropriate college protocol and technological systems. For students who drop courses, REACH students will be subject to the Bucks refund policy of record regarding tuition and fees due.

IX.   **STUDENT CREDIT**. To successfully complete a course listed in this agreement, students are subject to the conditions of both the course syllabus and Bucks's grading policy.

REACH will award high school credit for all courses successfully completed under this agreement, pursuant to Chapter 4 of the Pennsylvania Public School Code of 1949, as amended, and in accordance with local board policies.

Bucks will award postsecondary credits to students who successfully complete courses identified within this agreement.

Bucks will transcript credit(s) in a manner identical to non-dual enrolled students who take a course(s) at this institution.

X.   **COURSES**. Bucks's course catalog is open to all dually enrolled students who meet respective course requirements.

The maximum number of dual enrollment students enrolled under the terms of this Agreement is 100, but this maximum may be increased at the discretion of REACH.

The parties will work together to minimize the number of REACH students enrolled in the same Bucks course offering.

Total approved cost for the course:
Tuition: In-County - $125/credit; Non-Sponsored County - $195/credit; Out-of-County - $315/credit, to the extent that awarded EITC funds remain available to provide this discount.
Books: As required by faculty and noted in course syllabuses.
Fees: Technology Fee is waived. Instructional lab and special supplies fees may apply, dependent upon course selection.
Transportation: Students will be responsible for transportation to and from their campus and the Newtown, Epstein, or Upper Bucks campus of Bucks, where applicable.

XI.   **PROGRAM ADMINISTRATION**. REACH and Bucks will designate a single point of contact liaison to support the effective administration of the program.

REACH Liaison – Director, Career Readiness
Bucks Liaison – Assistant Director, Dual Enrollment

XII.   **OUTREACH AND COMMUNICATION**. Both REACH and Bucks agree to provide a mechanism for outreach and communication to the REACH community about the educational and economic benefits of higher education, as well as the requirements for participation and enrollment procedures to staff, parents, and students.

This outreach and communication will consist of a student orientation, student and parent/guardian information session and promotional materials (including a letter of invitation), and a student agreement.

XIII.   **AMENDMENT/WAIVER**. This MOU cannot be amended, modified, or revised unless done in writing and signed by both Signatory Parties. No provision may be waived except in writing and signed by both Signatory Parties.

The failure by a Signatory Party to enforce any provision of this MOU or to require performance by the other Signatory Party will not be construed to be a waiver or in any way affect the right of either Signatory Party to enforce such provision thereafter.

Either Signatory Party may terminate this MOU upon ninety (90) days' prior written notice to the other Signatory Party. If any provision of the MOU is found to be unenforceable, that provision will be severed and the remainder of this MOU will continue in full force and effect.

REACH and Bucks agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.

Signatory Parties:

For REACH Cyber Charter School:

_____   _____

Jane Swan, CEO   Date

For Bucks County Community College:

_____   _____

Felicia Ganther, J. D., Ph.D., President   Date

Wellness Series Initiative

REACH CYBER CHARTER SCHOOL

The Wellness Committee is proposing a Wellness Series to strengthen the momentum developed in 21-22 which will continue to empower employees to achieve healthy lifestyles.

The Wellness Series will provide a variety of activities and learning segments throughout the school year for the workforce to voluntarily participate in and earn Wellness Points (WP).

The WP's will convert to Reward dollars and be issued based on the highest level earned at the end of the school year. The WP system replaces challenge based prizes sponsored by Reach.

We are recommending earned levels of 5 / 10 / 15 / 20 for the 22-23 school year, with hopes to continue the initiative in 23-24.

The committee will evaluate the success of the initiative at the end of the school year to determine it's sustainability.

$10,000 Funding Request

Reach Cyber Charter School Vehicle Driver Policy

Reach Vehicles and Equipment:

Reach Driver Authorization:

1. Employees, contractors, and/or volunteers seeking to be authorized for Reach Cyber Charter School Vehicles will first need documented permission from their supervisor or Director of Finance.
2. Employees, contractors, and/or volunteers will undergo video and in-person training pertaining to the vehicle they are being authorized to operate.
3. Following completion of the training and in-person review, employees, contractors, and/or volunteers will be brought to Senior Team for approval of operating school vehicles.
4. Employees, contractors, and/or volunteers will then be required to sign an agreement to follow and comply with the Reach Cyber Charter School Vehicle Driver Policy.

Vehicles will be operated when the employee, contractor, an/or volunteer:

1. Is authorized by their position and/or supervisor to act as the operator of a vehicle.
2. Holds a valid PA License with the appropriate credentials to operate the vehicle.
3. Has demonstrated proficiency to operate the vehicle to the employee's supervisor.

Responsibilities of the operator:

1. Inspect the vehicle prior to operating verifying vehicle is operating in a safe manner.
2. Refrain from eating or engaging in other activities that could distract during use of the vehicle.
3. Operate vehicles in a safe manner following all state and local laws and regulations.
4. Pull off to a safe area and stop driving to use a cell phone in a vehicle.
5. Be personally responsible for traffic fines, court appearances, and other judgements or penalties arising from their violation of traffic laws while operating vehicles.
6. Refrain from operating any such vehicles or equipment when under the influence of alcohol, controlled substances, medications, or mental or physical conditions which could impair their ability to properly operate a vehicle or piece of equipment.
7. Report any loss, redaction or suspension of their operator license or endorsements status to their supervisor as soon as they are notified of the licensing status change.
8. Immediately report any accidents to the supervisor or Director of Finance for insurance purposes.

Reach Cyber Charter School reserves the right to deny, suspend or revoke privileges to drive a School owned, leased or rented vehicle, based on the initial or subsequent review of the motor vehicle record for any faculty, staff, contractor or volunteer requesting driving privileges, per the eligibility criteria below for assessing motor vehicle record acceptability.

Anyone with the following violations within the last three years on their motor vehicle record are ineligible to drive a Reach Cyber Charter School owned, leased or rented vehicle for three years from the date of violation:

Driving privileges will be denied or revoked if convictions for any of the following violations appear in the applicant's MVR within a three (3) year review period:

- Leaving the scene of an accident
- Reckless driving
- Driving under the influence of DWI (driving while intoxicated) or DWAI (driving while ability impaired) alcohol or drugs
- Two or more at-fault accidents or moving violations, in any combination
- Vehicular homicide or assault
- Participating in an unlawful speed contest
- Eluding or attempting to elude a police officer
- Operating with a suspended license
- Using a motor vehicle for commission of a felony
- Aggravated assault with a motor vehicle
- Operating a motor vehicle without the owner's consent
- Permitting an unlicensed driver to drive
- Reckless or careless and negligent driving
- Hit and run or leaving the scene of an accident with injury or death resulting, or property damage in excess of $1,000.

o No one will be allowed to drive for Reach Cyber Charter School with a "probationary," "court-restricted" (for any conviction) or "junior" license.

Reach Cyber Charter School Vehicle Driver Policy Agreement

To/From School year 2022-23

I _____ agree to adhere to the Reach Cyber Charter School Vehicle
     (Printed Name)

Driver Policy when operating any vehicle owned by Reach Cyber Charter School. I further attest that I

will operate the vehicle in a safe, responsible manner in compliance with all state and local laws and

regulations for vehicle use.

_____   _____

Signature Of Employee   Date

_____   _____

Signature of Director of Finance   Date

Professional Learning and Training

August, 2022

TEACHER TRAINING AND PROFESSIONAL LEARNING OVERVIEW

Mission

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

Training and Professional Learning Objectives

The training and professional learning sessions are designed to support Connections Academy teachers with the skills and strategies to:

- Use the tools in our online platform to support and monitor student learning
- Use data to manage student engagement and inform instruction
- Identify students who may be at-risk, or in need of targeted intervention
- Facilitate learning in a virtual environment
- Conduct required school year cycle teacher tasks
- Implement school processes and policies
- Foster socialization and connectedness in a virtual school community

Training and Professional Learning Delivery Models

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

1. **In-Person Training**: Recognizing the tenets of effective professional development established by Learning Forward, interpersonal connections increase the impact of training for adult learners. The Professional Learning team delivers on-site training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.

2. **"Train-the-Trainer"**: Each school selects at least one teacher to serve as a School Representative to work with members of the Professional Learning team throughout the year via regularly scheduled meetings. During these meetings, the Professional Learning facilitators and the school-based Representative(s) use key School Year Cycle milestones, task completion data, and anecdotal feedback from school staff to determine training needs and establish a training plan. School Representatives then support teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, School Representatives are given access to training materials they can customize, such as PowerPoint presentations, teacher job aids, and activities to reinforce learning. To ensure School Representatives can focus on supporting the training needs of all school staff the Professional Learning team provides additional support to new teachers by offering monthly sessions specific to reviewing the key operational and instructional tasks for that month.

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

2022-2023 Professional Learning Sessions and Schedule

All teachers have access to a Professional Learning Hub that includes a variety of synchronous and asynchronous professional learning opportunities to access and participate in throughout the school year. Teachers can self-select asynchronous assets to read/view and synchronous sessions to attend. Teachers are encouraged to participate monthly in professional learning by selecting a learning opportunity from the list of sessions. Additional professional learning is also offered throughout the school year provided directly from their school.

The Professional Learning Hub provides content on various topics to support teachers in areas such as: student engagement, exceptional learners, instruction, multi-tiered system of support, to name a few. Below is a list of some of the professional learning opportunities available in the Professional Learning Program for the 2022-2023 school year:

2022-2023 Sessions for New Staff*

Date	Topic and Description
August, 2022	**Power BI®® for Beginners:** How do staff login and access Power BI®? How do staff locate reports within Power BI®? How do users navigate Power BI®? How do users export the data? **Power BI®: Enrolled Student Snapshot:** Learn how to more efficiently determine which students need your attention using the new Enrolled Student Snapshot report. **LiveLesson® with Zoom – Session 1:** Wondering how provide quality instruction virtually? Come and get excited about Zoom settings and room management! All staff using Zoom as their LiveLesson® platform are invited to this session devoted to the following objectives: Set Zoom meeting settings for the Personal Meeting Room and Operate my Zoom room to facilitate a LiveLesson® session. **LiveLesson® with Zoom – Session 2:** Can groupwork be done virtually? Of course!!! Come see how to set up and use Breakout Rooms in Zoom. All staff using Zoom as their LiveLesson® platform are invited to this session devoted to the following objectives: Recognize what Breakout Rooms are and how they function, set up Breakout Rooms with different activities, start and end breakout sessions, and communicate with participants in Breakout Rooms. **Boots on the Ground:** Each 2-day session, offered Wednesday & Thursday from 12-2pm EST, will support teachers with a successful onboarding experience. (Offered bi-weekly through November; then, offered monthly) **School Year Cycle – Welcome Calls:** Attend this session to learn about the purpose of a Welcome Call, how to prepare for and conduct a successful one, and how to complete the necessary tasks after the call. **School Year Cycle – Curriculum Based Assessments (CBA):** Attendees will learn what a CBA is and more about its purpose. They will also how to conduct and document CBAs to ensure students are learning.

September, 2022	**Online Classroom – Teacher Customization:** The Lesson Introduction Page is a feature that allows the course section teacher(s) to add a customized slide to the start of a lesson in their students' courses. Come learn how and when to best use this feature compared to the Lesson Note! Leave this session with templates & resources to use in your own course. **School Year Cycle – Escalation:** In this session, you'll learn how to determine when escalation is activated for your school, identify the escalation metrics used at your school, monitor escalation and intervene when necessary, and follow-up with Approaching Alarm and Alarm issues.
October, 2022	**Best Practices for Creating Custom Assessments:** In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment. **Counseling – Supporting Seniors and Post-Graduation Tasks:** Get prepared to support those December graduates during this session.
November, 2022	**School Year Cycle – Ensuring Students Finish the Semester Successfully:** This session will focus on how to monitor your students' academic progress, how to use the School Year Cycle Calendar in Power BI® to locate key end dates and discuss with families throughout the semester. **Counseling: End of Semester 1 Tasks:** Learn more about how to complete all required semester 1 tasks during this session.
December, 2022	**School Year Cycle – Setting Section Stages to Complete at Midyear:** We'll learn what causes the Section Stage alert icon to turn red, identify the effects of setting a section stage to Complete, review a student's Grade Book and grade assessments prior to setting the stage to Complete.
January, 2023**	**Counseling – Returning Student Course Selection:** Join us if you are new (or returning) and need a refresher on how the Returning Student Course Selection process works! **School Year Cycle – Welcome Calls:** Attend this session to learn about the purpose of a Welcome Call, how to prepare for and conduct a successful one, and how to complete the necessary tasks after the call. **School Year Cycle – Curriculum Based Assessments:** Attendees will learn what a CBA is and more about its purpose. They will also how to conduct and document CBAs to ensure students are learning. **Pearson Online Classroom – Teacher Customization:** The Lesson Introduction Page is a feature that allows the course section teacher(s) to add a customized slide to the start of a lesson in their students' courses. Come learn how and when to best use this feature compared to the Lesson Note! Leave this session with templates & resources to use in your own course. **School Year Cycle – Escalation:** In this session, you'll learn how to determine when escalation is activated for your school, identify the escalation metrics used at your school, monitor escalation and intervene when necessary, and follow-up with Approaching Alarm and Alarm issues.

February, 2023**	<u>Best Practices for Creating Custom Assessments:</u> In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment. <u>Counseling – Fall Semester Review</u>: This session will encourage reflection on the fall semester and how things could be improved for the spring. <u>Counseling – Spring Semester Success:</u> Building on the Fall Semester Review session, let's brainstorm ways to make sure the spring goes smoothly!
March, 2023**	<u>School Year Cycle – Monitoring Plans for Next Year:</u> In this session, we will identify key dates, roles, and responsibilities in the Monitor Plans for Next Year (ITR) process, familiarize ourselves with a family's options and tasks to Prepare for Next Year, support families in completing their decisions and submitting required documentation and complete all required teacher tasks. <u>Counseling – K-8 Collaboration:</u> Join this session to have virtual coffee with your counseling consultants! Come with questions and ideas to help your fellow counselors.
April, 2023**	<u>School Year Cycle – K-7 Student End of Year Tasks:</u> Join this session to understand and use common End-of-Year (EOY) acronyms, find the due dates for your school, identify and complete key tasks in each student's End-of-Year Tasks (Grades K-7) Data View, discuss some less common placement scenarios. <u>Withdrawal Tasks Communities of Practice:</u> This will be a time for collaboration among school withdrawal representatives, school leaders, and your support team. Some of the topics that can be discussed are state specific nuances, helpful reports, changes that affect withdrawal processes, document updates, and withdrawal feedback from a school perspective. <u>Counseling – Transitioning to Next Year:</u> Come to this session to learn best practices about how to successfully transition into the next school year.
May, 2023**	<u>School Year Cycle – Setting Section Stages to Complete at End of Year:</u> <u>Counseling – End of Year Processes:</u> This session will help you understand all tasks that need done at the end of the school year for your students.

All staff are welcome to these sessions, but the targeted audience are new staff members.
*** The spring 2023 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.*

2022-2023 Sessions for All Staff

Date and Topic	Topic and Description
August, 2022	**LiveLesson® with Adobe Connect and Zoom – Dynamic Classroom Activities:** Need help filling your virtual instruction toolbox? You are in the right place! All staff, regardless of LiveLesson® platform, are encouraged to join this working PL session focused on the following objectives: collaborate with peers about virtual instruction, discover how to set up a LiveLesson® session for a particular activity, and fill your virtual instruction toolbox with easy-to-implement activities.
September, 2022	**Kindergarten Literacy – Keys to Success:** This session is designed to provide kindergarten teachers a quick overview of how the brain learns to read, followed by ideas for instruction aligned to the new kindergarten language arts course. Participants in this session will leave with ideas for their live lessons and information they can share with Learning Coaches via the new Lesson Introduction Page. **Science of Reading and Dyslexia:** This session is open to anyone K-12 that is interested in learning more the science of reading, how the brain learns to read, signs and symptoms of dyslexia, and how best to support students in the reading process. **Supporting English Learners in General Education, Special Education, and Counseling:** How can I best support the ELL students in my course? English Language Learners is the fastest growing population in our schools! This session will provide insight and resources for non-EL teachers. **The Science of Reading for Elementary Teachers (3 Part Series):** In these sessions, participants will experience what it is like to have dyslexia, learn the many characteristics, and begin to understand how the brain learns to read. Then, participants will review how the brain learns to read, how to identify students struggling with phonological awareness, and participate in practice activities/lessons that can be utilized in LiveLesson® sessions. Lastly, participants will review how the brain learns to read, how to identify students struggling with decoding and syllabication, and participate in practice activities/lessons that can be utilized in LiveLesson® sessions.
October, 2022	**Supporting Anxious Teachers:** Do you get anxious or worried when it comes to facing difficult conversations? Do you or someone you know struggle with stress and anxiety? Join us for this session where we will explore strategies for managing anxiety and for being more confident when it comes to dealing with conflict. **Video Options for Student Engagement:** This session will help you identify topics you could create videos for in your courses, explore the pros and cons of a variety of video creation tools and websites you can use in your online classroom, determine how to share your videos with students, and employ best practices for creating and sharing videos. **Teacher Hacks:** There are little tricks out there that simplify the work we do every day. Some of them were designed to be support tools, yet others are a series of steps someone discovered to make life a little less

	challenging. Don't let virtual teaching get you down. Find a way to accomplish the task better and faster. **Make Your Mark – Virtual Educator Conference:** This conference is for teachers by teachers.
November, 2022	**The Science of Reading for Secondary Teachers (3 Part Series):** In the first session, participants will review how the brain processes language, signs and symptoms of dyslexia in older students, the importance of phonemic awareness, phonics and fluency in older students and how to support these areas. In the second session, participants will review the use of syllables and morphemes and how to support the reading and writing needs of older students with instruction in these areas. In the last session, participants will review how to support vocabulary and comprehension needs via use of structured language, text structure and visualization techniques in older students. **LiveLesson® Planning – Beyond the Content:** Discover the best ways to plan LiveLesson® sessions that are beneficial to all students, no matter what lesson they are on in your course. Let's go beyond the content and captivate our learners! LiveLesson® is your time to shine as an educator.
December, 2022	**Mindfulness Open Sessions:** Please feel free stop by to relax, color in some virtual coloring books, or even bounce ideas off other- teachers and counselors for a nice 5-minute break in your day.
January, 2023*	**Positive Behavior Intervention Support in a Virtual School:** Join this professional development opportunity to learn how you could start a structured PBIS program at your virtual school. Attendees will see examples of grade band behavior expectations as well as a way to use the learning management system to help track PBIS points. **Cultivating Student Self Leadership:** In this interactive session, we will explore how to develop student self-leaders in the virtual classroom. You will come away with tools and resources for empowering your students to have a developed sense of who they are, what they can do and where they are going along with an awareness of their ability to influence others while controlling their own emotions and behavior.
February, 2023*	**Mindfulness:** In our fast-paced world, we are hard-pressed to find time to stop and notice the things that are going on right in this moment. Please join us as we discuss mindfulness, how it impacts students and learning, and receive tools on how you too can practice mindfulness in your virtual classroom, and your everyday life. **LiveLesson® with Adobe Connect and Zoom - Dynamic Classroom Activities:** Need help filling your virtual instruction toolbox? You are in the right place! All staff, regardless of LiveLesson® platform, are encouraged to join this working PL session focused on the following objectives: collaborate with peers about virtual instruction, discover how to set up a LiveLesson® session for a particular activity, and fill your virtual instruction toolbox with easy-to-implement activities.
March, 2023*	**Supporting Anxious and Depressed Students:** Recent studies show that over 30% of the population is experiencing symptoms of anxiety, which can directly impact student success. In this interactive session,

	discover how to identify anxious students and explore simple strategies for empowering those students both inside and outside of the virtual classroom.
	<u>Trauma Informed Practices in the Virtual Environment:</u> Trauma-informed education and practices start with an understanding of how trauma can impact learning and behavior. With this approach, educators think about what student behavior may be telling them. And they reflect on their teaching practices to find ways to better support students who may be experiencing trauma. These practices can also help all students build coping skills and self-efficacy—which are helpful whether they've experienced trauma or not.
	<u>Creating a Virtual Classroom Among Schools:</u> In this session, you'll learn how to identify how classroom relationships promote student success, how to recognize practices that create a strong classroom community, discuss some tools that may help foster virtual communities.
April, 2023*	<u>Future Focus (Grades 9-12) – Success as a First Generation College/Trade School Student:</u> This session will help you understand how you can support students who may be the first generation in their family to go to college or trade school.
	<u>Diversity, Equity, and Inclusion – Ensuring Inclusivity with All Populations: (OPTIONAL)</u> Creating an inclusive school means ensuring students from all backgrounds- regardless of socioeconomic status, ethnicity, race, gender, disability, household income, or ZIP code- have equal access to education and services. In this interactive session, we will explore how inclusive strategies contribute to an inclusive learning environment in which all students feel equally valued.

The spring 2023 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.

Digital Resource Libraries

Digital Resources are available through an easy to navigate site and serves as a one-stop shop for teachers and staff to find guidance on training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in a variety of key categories:

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

Memorandum of Understanding

Reach Cyber Charter School/FABRIC 1-9-6-8

Prepared for:

Jane Swan, CEO

Reach Cyber Charter School

Created by:

Michelle Carter, Fashion Director/Owner

FABRIC 1-9-6-8

This Memorandum of Understanding (MOU) is entered on the 8th day of July in 2022 (herein referred to as the "Effective Date") into by and between:

Jane Swan of Reach Cyber Charter School of 750 East Park Dr. # 204 Harrisburg Pennsylvania 17111 (herein referred to as "Partner A") and

Michelle Carter of FABRIC 1-9-6-8 of 3612 Woodland St. #1 McKeesport Pennsylvania 15132 (herein referred to as "Partner B"). Parties may be referenced individually as "Party" and collectively as "Parties".

Recitals:

WHEREAS, Partner A is in the business of providing online education as a charter school.

WHEREAS, Partner B is in the business of providing fashion education and apparel manufacturing services.

WHEREAS, Partner A desires to engage with a strategic partner to educate students regarding careers in the fashion industry.

WHEREAS, Partner B desires to educate students regarding careers in the fashion industry.

WHEREAS, Parties collectively desire to enter into this MOU to memorialize the terms and conditions of their anticipated collaboration.

NOW, THEREFORE, the Parties agree to the following terms and conditions:
1) STEM camp for up to 20 students at flat rate of $750.00 (3 days) - Fashion Workshop
2) Career Mentoring at 1 hour/week for 8 weeks for 10 students at rate of $500/week

A. Purpose

The purpose of this MOU is to establish a good-faith foundation between the Parties for future collaborative efforts that are mutually beneficial. The Parties agree to work together in a cooperative and coordinated manner to achieve each Party's individual desires and the collective desires of the partnership.

This MOU is designed to detail the specifics of the working relationship between the Parties to vet the success of the potential business collaboration. This MOU does not obligate the Parties to provide funds or payment. This MOU does not bind Parties to any legal obligations.

B. Roles and responsibilities

To achieve Parties' mutual desires, each party agrees to the following roles and responsibilities.

Partner A Roles and Responsibilities shall include: presenting students prepared for instruction with computer and appropriate internet connection.

Partner B Roles and Responsibilities shall include: *providing instruction and mentoring, as outlined.*

Parties agree to uphold their roles and responsibilities in a committed, good-faith manner.

C. Resources

To further the business relationship between the Parties, the Parties agree to provide the following resources.

Party A shall provide payment for fashion design toolkits, to be distributed by Party B.

Party B shall provide: *online materials, such as handouts, available for printing, to correspond with online instruction.*

Planned course outline*:*

Career Mentoring - Reach Cyber Charter School

Week 1: Introduction & Inspiration (mood boards, branding)
Week 2: Illustration (sketching)
Week 3: Illustration (digital)
Week 4: Textiles (choosing the right fabric and why)
Week 5: Textiles II (rendering textiles)
Week 6: Why We Use Patterns (couture & digital)
Week 7: Putting It All Together pt. I
Week 8: Putting It All Together pt. II

Students will be provided with 30 minutes of visual instruction, and 30 minutes of practical instruction. Lectures will surround examples of careers in relation to the module of the week.

Parties agree to provide the resources above at a minimum. The Parties may agree to provide additional resources in future agreements.

D. Confidentiality

Parties agree that they each use confidential, sensitive information to achieve their individual business goals. Due to the nature of the Parties' businesses and intent to establish a working relationship together, confidential information may be shared between the Parties.

The Parties agree to keep all confidential information and trade secrets in the strictest of confidence during the working relationship. Parties may not share any disclosed confidential information with unauthorized third parties. Parties may, at their discretion, enter into a Non-Disclosure Agreement to ensure sensitive information and trade secrets are kept confidential.

For the duration of this non-disclosure agreement, any information the Recipient may come into contact with that is not public knowledge and is made only available through contact with the Owner shall be deemed as confidential information.

This includes any information in regard to vendors, pricing, product, technology, software, or product.

The Recipient should use common judgment when deciding if information is confidential and above all else shall request approval from the Owner prior to the release of any questionable information.

Confidentiality Protection

The Recipient understands that the information deemed confidential is of value to the Owner and shall hold all information at the same level of confidentiality as personal information is held.

The Recipient agrees to hold all confidential information made available to standard non-disclosure terms and will not make said information available or disclose said information to third party vendors or individuals without the Owner's prior written consent.

The Recipient shall under no circumstances modify or copy confidential information that is made available to them.

Unauthorized disclosure

In the event any information is found to be disclosed by the Recipient without prior written approval from the Owner, the Owner will be permitted to seek remedies including, but not limited to legal assistance and termination of this agreement.

Non-Circumvention

Upon entering into this non-disclosure agreement and for a period of 1 year after the conclusion or termination of this agreement the Recipient shall not partake in business with or solicit business that was made available from the Owner to the Recipient for the purpose of circumvention.

In the event such circumvention occurs the Owner shall be entitled to any and all compensation regarding any transactions that may take place from such events occurrence.

Return of Information

Upon the conclusion or termination of this agreement the Recipient agrees to return any information deemed confidential and in relation to this non-disclosure agreement.

Any information that is unable to be returned must be destroyed immediately following the termination or conclusion of this non-disclosure agreement.

Relationship

This non-disclosure agreement shall not serve in any instance as an agreement between the Parties for employment.

The Recipient shall remain as an individual contractor unless otherwise contracted by the Owner directly and shall as so pay all federal and local taxes due for monies received.

License to Use

The Recipient shall be permitted to use any and all information or products provided by the Owner strictly in the form such property is permitted.

Furthermore, all property provided to the Recipient shall remain the Owner's property and shall be treated as such.

The Recipient agrees to hold the Owner harmless in the instance of any loss, damage, theft, or injury for any reason.

This is inclusive of any attorney fees, court costs, hospital fees, and loss of funds that may occur from such negligence.

Entirety

This non-disclosure agreement shall serve as the entire agreement between the Parties and shall prevail over any prior agreements conducted in written or oral form by the Parties.

Term

The obligations of this non-disclosure agreement shall survive indefinitely including through termination or conclusion of this agreement.

Assignment

The Parties agree to abstain from the sale, transferring, or delegating of any provisions of this agreement to third party individuals without the prior written consent of the responding party.

Any third-party individuals entered into this agreement shall be bound by all the terms and conditions contained within this agreement as so.

E. Entire agreement

The Parties agree this MOU represents the most current agreement between the Parties and supersedes all other written or oral agreements. If Parties wish to update the terms or otherwise adjust provisions of this MOU, Parties shall do so by the drafting and signing of a new MOU or partnership contract.

F. Term and termination

This agreement shall be effective from the Effective Date of this MOU until 8/31/22.
Both Parties may terminate this MOU by means of signing a termination addendum.

The undersigned Parties acknowledge and agree to this MOU:

Reach Cyber Charter School   FABRIC 1-9-6-8

Jane Swan, CEO   Fashion Director, Owner

               Michelle Carter

_____   _____

Reach Cyber Charter School

J.D. Smith, Director of Career Pathways

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